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ABSTRACT

This study sought to examine elementary school counselor functions as an index to model implementation in Minnesota demonstration projects through analyses of function purposes, types of functions, and counselor effort variables and the relationship between counselor functions and important pupil-staff-parent guidance outcome variables. Interrelationships among pupil-staff-parent variables were also examined. In addition the study was concerned with the nature of the guidance model which was actually implemented in the schools: developmental, remedial, or a combination of these two. As an evaluative tool, the study results can be examined to determine both the degree of model implementation and model effectiveness as well as provide useful feedback to counselor educators who prepare graduate students to perform specific guidance functions in elementary schools. Although the study included a group of elementary school counselors from just 17 Minnesota schools, the elementary school guidance movement is a relatively new phenomenon and thus theoretical conceptualizations, model building, and experimentation set forth here could be useful to anyone concerned with the development of elementary school guidance programs. Analysis of the data was done through the use of analysis of variance, Scheffe test, t test, product-moment correlation, and the multiple regression technique. An extensive listing of references is included. (Author/SES)

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ELEMENTARY SCHOOL GUIDANCE: DEMONSTRATION AND EVALUATION

CG 007 733

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G. Dean Miller
Moy F. Gum
Donald Bender

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Elementary School Guidance: Demonstration And Evaluation

by

G. Dean Miller, Project Director
Moy F. Gum, Consultant
Donald Bender, Consultant

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1972

Introduction

This study of the elementary school guidance demonstration projects is part of a long-range step-by-step process in the development of an idea which became formalized with *Facilitating Learning and Individual Development* by Dr. Armin Grams, 1966, a Minnesota Department of Education sponsored publication setting forth a general theoretical framework. A counselor preparation model has been developed (Gum, 1969a) as well as a suggested model for implementing a guidance program in a school (Miller, 1966). All of these activities represent eight years of organized planning, demonstrating, and evaluation which, of course, does not include the earlier committee work of the State Department of Education and the Minnesota School Counselors Association which date back to 1958.

It is interesting that the 1968 study of 84 Minnesota high school guidance programs (Tamminen and Miller, 1968) recommended that secondary school counselors spend time *both* in developmental activities as well as remedial efforts. This study of elementary school counselors provides, among other things, some evidence that counselors working in such a bimodal role orientation at the elementary school level do have a positive influence on certain desirable guidance outcomes. The differential relationship between counselor role and guidance outcome variables is a significant finding of the study, and one which demands further consideration by counselors, teachers, school administrators, and counselor educators. It also provides a plausible explanation of why some guidance goals are achieved by counselors and not others.

Pupil Personnel Services
Minnesota Department of Education
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Acknowledgements

When the notion of elementary school guidance on an organized basis began to take shape in Minnesota it was decided early that evaluation would be included as part of the overall effort not only to evaluate the theoretical model being considered but to provide new directions or modifications where they seemed appropriate. This study is to serve that purpose and many individuals have shared the responsibilities associated with it. Early responsibility for the initiation of elementary school guidance activities in Minnesota on an organized state-wide basis was assumed by Dr. G. Dean Miller who served as project director. Dr. Moy F. Gum long associated with elementary school guidance in Minnesota especially as Director of two NDEA Institutes, and Donald Bender, former NDEA Institute faculty member at the University of Minnesota, Duluth and now teaching at University of Puget Sound, contributed immeasurably through selection of instruments, in some cases modification of them, field testing of procedures, assisting with the design and statistical procedures, and making suggestions as to the format of the report as well as editing the final manuscript. The responsibility for the overall supervision of the projects, data-collection, analysis and interpretation and writing of most of the report was assumed by the Project Director.

Many other individuals contributed substantially to the success of the study. First of all, the administration and staff in the project schools must be singled out for their cooperation and belief in the potential contribution of guidance to the lives of children. Next, the elementary school counselors (listed p. vi) who participated deserve recognition for the time and effort they contributed in completing the function-logs during the two years of the study. The teachers who completed the many questionnaires and ratings also deserve credit and recognition as well as the hundreds of children who were kind enough to complete their questionnaires.

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Cover—Child's drawings: Ricky Skoien, age 5.

Participating Elementary Schools and Counselors

School	Federal Funds	Counselor
Circle Pines—		
Centennial Elementary School Lovell Elementary School	Title I	Duane Davis
Duluth—		
Birchwood Elementary School Franklin Elementary School Nettleton Elementary School	NDEA, Title V	Eugene Voelk Edwin McGrew
Fridley—		
Hayes Elementary School	NDEA, Title V	J. Donald Larson
Hopkins—		
Tanglen Elementary School	NDEA, Title V	Mike Berger
La Crescent—		
La Crescent Elementary School	Title I	Marilyn Le Page
Minneapolis—		
Field Elementary School	NDEA, Title V	John Knoblaugh
Hale Elementary School	NDEA, Title V	Earle Berge
Seward Elementary School	NDEA, Title V	Eugene Wicklund
Nett Lake—		
Nett Lake Elementary School	NDEA, Title V Johnson-O'Malley	Virgil Wurr
New Prague—		
New Prague Elementary School	Title I	Warren Peterson
Staples—		
Staples Elementary School	NDEA, Title V	Bernice Eggert
Wayzata—		
Greenwood Elementary School	NDEA, Title V	Gary Perrin
Winona—		
Jefferson Elementary School	NDEA, Title V	Jean Dotseth

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Chapter *1*

Introduction

Background of the Problem

The elementary school guidance movement is a relatively new phenomenon. Theoretical conceptualizations, model building, and experimentation are taking place largely under the auspices of the National Defense Education Act of 1958 (NDEA) which was expanded in August 1964 to include elementary guidance programs.

A recent assessment of educational needs in the state sponsored by the Division of Planning and Development in the Minnesota Department of Education was conducted by the Bureau of Field Services of the University of Minnesota (1970). Superintendents, principals, school boards and teachers were surveyed in the 444 school districts and the major needs in five areas were identified including pupil personnel services. The results were summarized by the eleven planning regions in the state and ten of the regions identified *elementary school counseling* as the number one or number two greatest need in pupil services. The need for elementary school counselors was also indicated in two earlier studies of school needs in Minnesota (Domian, 1967 and Minnesota Department of Education, 1969). The Minnesota Congress of Parents and Teachers also supported such need in 1966.

Minnesota has followed a long range plan in attempting to build a sound foundation to provide direction to the movement of elementary guidance in general and the role of the elementary counselor-consultant in particular. State study committees have met and submitted reports to the Advisory Committee on Guidance, Counseling, and Testing (1964). Three publications sponsored by the Minnesota Department of Education have been printed and distributed to the schools. The first publication (Grams, 1966) was an effort to examine a general direction for elementary guidance. The view espoused was that elementary guidance is an organized effort within the school to facilitate individual growth and development. The second publication (Miller, 1966) is contained in the first volume and deals with making the general theory operational through a suggested demonstration model utilizing the role of an elementary school guidance consultant.

The third publication (Gum, 1969a) described the preparation of the elementary counselor-consultant. An earlier version of the preparation model was the basis upon which the University of Minnesota, Duluth, elementary school counselor NDEA Institutes were planned.

After the theoretical framework was completed it was then appropriate to make the model operational. NDEA funds were made available to a small number of schools in Minnesota interested in a three-year demonstration project. Interested schools submitted proposals to the Minnesota Department of Education for consideration. At the time of the study there were eleven demonstration projects being sponsored with these federal funds. Each participating school provided some local support toward the project ranging from 10 per cent to 25 per cent. Schools were encouraged to follow a developmental model. Three schools funded additional elementary guidance projects through funds made available under Title I of the Elementary and Secondary Act of 1965 (ESEA).

The main thrust of the recommended model was that of facilitating growth and development rather than remediation.

> . . . the purpose of guidance becomes the development of competence, a sufficiency for living, by utilizing the process of education as a means to this end. The development of this process is facilitated by guidance; the skills, abilities, appreciations, knowledges, attitudes, etc., are seen as the raw material which the individual may utilize in the course of an interdependent contributive self-actualizing life in society (Grams, 1966, p. 14).
>
> . . . the elementary counselor is not "crisis oriented" . . . A major emphasis will be to assist parents and teachers to more effectively facilitate cognitive and affective development. . . . Developmental facilitation implies that the elementary guidance counselor will be primarily responsible for coordinating and facilitating the development of and all times leading the discussion of regularly scheduled sessions with groups of children on such topics as peer relations, physical growth, sex education, teacher-pupil relations, the meaning and purpose of pupil evaluation, mental health aspects, dealing with adults, problems in learning, attitudes toward self and others, and learning attitudes . . . consultation is to be carried on with parents and teachers either individually or in groups (Gum, 1969a, pp. 29-31).

"Emphasis here is upon facilitating the learning and self-actualization of all children rather than focusing upon problem solving or remedial measures for the few" (Miller, 1966, p. 215).

The theoretical demonstration model suggested functions the counselor-consultant might perform in implementing a developmentally oriented role. Of the sixteen functions suggested, twelve are concerned with working with teachers, parents, and the principal. The emphasis is clearly upon consulting with significant adults and working developmentally with *all* pupils. The following examples are illustrative of suggested counselor functions. The complete demonstration model appears in Appendix A.

> Assist parents and teachers in developing further understanding that before desirable learning and personal adequacy can be fostered, proper nutrition, sanitation, disease prevention, medical care, safety, belongingness and love and esteem needs of the individual must be served.
>
> Assist teachers to operate from a facilitative, what-can-we-do attitude to stimulate human development with all individuals.
>
> Cooperate with the principal in identifying and establishing the "ideal" climate of the school—the constant search for ways of expressing the "I care" attitude toward each child in the group—getting to *know* the students rather than just *knowing about them* (Miller, 1966, pp. 215-216).

If the elementary school counselor is consulting with teachers, and he is effective as a person in this role, he should be perceived by teachers as an accepting, warm and understanding individual (Gum, 1969a). A counselor who does not spend time with teachers and is not understanding is not likely to be perceived by them as being helpful. The consulting role is therefore an important guidance in-put process variable which may be a function of how the elementary counselor spends his time.

While Minnesota was carrying out the above activities, other states were also planning and implementing guidance programs at the elementary level. Other writers also began to espouse a developmental view of elementary school guidance (Chapter II). Programs preparing elementary counselors were also being initiated largely through funds made available to selected colleges and universities around the country under NDEA as Amended. Many states were studying the problem of certification for elementary counselors and in some cases adopting standards (Glofka, 1966).

Statement of the Problem

This study sought to examine elementary school counselor functions as an index to model implementation in Minnesota demonstration projects through analyses of function *purposes*, *types* of functions, and counselor *effort* variables and the relationship between counselor functions and important pupil-staff-parent guidance outcome variables. Interrelationships among pupil-staff-parent variables were also examined.

General Research Questions

The study was concerned with three general areas: 1) the nature of the guidance model which was actually implemented in the schools, that is, developmental, remedial, or a combination of remedial and developmental; 2) differential effectiveness of counselor role upon various guidance outcome variables as related to a) function *puposes*, b) *type* of function, and c) counselor *effort* variables; and 3) the nature and extent of relationships among important pupil-staff-parent guidance outcome variables.

Delimitations of the Problem

1. This study included a group of elementary school counselors from Minnesota only.
2. The sample of functions and other guidance data studied were drawn from the 1967-68 and the 1968-69 school years.

Limitations of the Problem

1. This study was limited to the validity and reliability of the instruments used.
2. Some counselors in the project schools did not start the same year therefore, this might tend to make it more difficult to show gain on guidance outcome variables.

Significance of the Study

Schools propose and implement elementary guidance programs, and such guidance programs are often evaluated for effectiveness. However, little is known about the nature of the functions performed and whether or not the main characteristics of the proposed model have actually been established. Without such knowledge it is not known what kind of role model is being evaluated. Hill (1969, p. 107) underscores the importance of a study of elementary counselor function:

> to know what functions are now being performed by school counselors in American elementary

> schools is to take the profession one important step toward more defensible definition of the functions of these counselors. This step must be accompanied, as in any profession, by a good deal of research.

Thus a study of functions and how they relate to guidance variables can be examined to determine both the degree of model implementation and model effectiveness.

A study of functions performed is also useful feedback to counselor educators who prepare graduate students to perform specific guidance functions in elementary schools. They, too, need to know the nature of the actual functions performed by their graduates and how they relate to important outcome variables.

Definition of Terms

Function. An act of professional behavior performed by the counselor

Purpose of Function Performed

Facilitate Development (J-1). A function performed to enhance pupil growth in self-understanding, social relationships and positive attitudes toward learning (Appendix B). Efforts and activities were thus developmental as opposed to remedial.

Remediate a Problem (J-2). A function initiated to resolve or reduce pupil problems such as underachievement, social maladjustment, negative self-concept and lack of self-control (Appendix B).

Facilitate and Remediate (J-3). A function performed to serve both to eliminate or reduce conflict such as punitive treatment of one child by peers and to provide prevention of future problems or promote growth through group understanding of aggressive behavior and need for self-control.

Type of Function Performed

Individual and Group Counseling (N-1, N-2). An interactive process between the counselor and pupil in a one-to-one relationship or in a group setting with other pupils primarily to resolve or reduce inter- or intrapersonal conflict, underachievement or disruptive behavior. This function is remedial in nature stressing the corrective aspect of guidance.

Developmental Guidance Units or Orientation Activities (N-3, N-4). A discussion leader function performed by the counselor usually in a classroom dealing with such developmental needs as understanding human behavior and building positive interpersonal relations as well as acquainting pupils with expectations of future school placement, such as sixth graders learning about the organization of the junior high school. This type of function is considered developmental in nature.

Consulting Conferences and In-Service Activities (N-5, N-6). A function performed by the counselor primarily involving a consultant-consultee relationship with those who plan for and/or work directly with pupils (teachers, parents, principal, or other specialists). This function category includes activity with teachers where the couselor serves as discussion leader or resource person. This counselor function is associated with a developmental model of guidance.

Placement and Testing (N-7, N-8). A function performed relative to special grade or teacher assignment of pupil(s) or testing an individual or groups of pupils for intelligence, academic achievement, or adjustment. This function is associated more with a remedial approach to guidance.

Counselor Effort Variables

Average Time Per Function. The mean time spent by the counselor performing a function.

Total Time Spent Working. The average of all time spent by the counselors on functions during the days sampled each year.

Number of Functions Performed. The mean number of functions performed by the counselors during the days sampled each year.

Chapter 2

Review of Literature

Formalized elementary school guidance as mentioned in chapter one is a relatively recent innovation in American schools. Having received nationwide encouragement through the National Defense Education Act as Amended in 1964, it is considered a movement of the sixties. Much of the growth can be attributed directly to federal funding under this Act and Title I of the Elementary and Secondary Act of 1965 (ESEA). There were 3837 elementary school counselors in the nation in 1966-67 and this number increased to 6041 in 1968-69 and to nearly 8000 in 1970-71. Local financial support grew from 22 per cent in 1966 to 36 per cent in the 1968-69 school year and to over 50 per cent in the 1970-71 school year (Van Hoose and Kurtz, 1970; Van Hoose and Carlson, 1972). Prior to this time professional writers wrote on the subject identifying needs of children, conceptualizing guidance and suggesting programs to meet the identified needs.

The following review examines the earlier content which formed the literary background from which elementary guidance developed. Special emphasis in the review is given to the developmental concept of elementary guidance. Guidelines and models of elementary guidance programs published by State Departments were examined. Evaluations of elementary guidance programs were also examined with special emphasis given to studies of elementary counselor functions. Most of the doctoral studies were studies of function or evaluations of guidance methods. There were no studies of implementation of elementary guidance models although broad areas of function were examined.

Allan (1968) in an in-depth historical analysis of the literature identified the (1) general movements contributing to the initiation and development of the elementary school guidance movement and (2) specific forces related to the initiation and expansion of elementary school guidance programs. She examined five sources: books (1938-68), American Personnel and Guidance Association (APGA) publications (1952-68), U. S. Office of Education publications (1950-68), guidance journals (1950-68), and educational journals (1950-68).

In the rank ordering of the total frequencies of *all* five sources, the following categories of influence were found to have been given the most emphasis in the above literature: (1) Increased awareness and interest in mental health; positive development; treatment; concern for social and personal adjustment. (2) Concern felt for the waste of talent (dropouts, underachievers, physically handicapped). (3) Need for children to receive assistance in developing self-direction and self-responsibility; self-understanding; self-realization, self-concept. (4) Need for vocational and educational guidance. (5) Need to provide more services to deal with individual differences.

An examination of these five concerns clearly reveals that professional writers were more interested in the developmental aspects of growth rather than remediation or maladjustment although references to such matters were noted (but to a lesser extent).

There have been many early attempts to conceptualize elementary school guidance and identify objectives, principles and practices of guidance for the elementary school. Notable examples of books include: Barr (1958), Cottingham (1956), Detjen and Detjen (1952), Garry (1963), Gordon (1956), Hatch and Costar (1961), Knapp (1959), Kowitz and Kowitz (1959), Martinson and Smallenburg (1958), Missouri (1937), Peters, Shertzer and Van Hoose (1965), Strang and Morris (1964), and Zaccaria (1965). While some of these authors discussed developmental aspects of elementary school guidance (Gordon, 1956, Peters, Shertzer and Van Hoose, 1965, and Zaccaria, 1965) they usually stressed theory, practice, and/or teacher's role but none gave a balanced emphasis to developmental theoretical constructs and inclusive treatment of significant others' roles such as teachers, parents, counselors, social workers, psychologists and school nurses. As Faust (1968b) pointed out in his historical review of elementary school guidance there were many early writers who wrote about promoting growth in children, but it was not until around the sixties that any really significant emphasis appeared in regard to an expansion of the developmental concept.

Some elementary school guidance articles which stressed the developmental approaches include: Bosdell (1960), Byrne (1967), Dinkmeyer (1962, 1966), Farwell and Peters (1967), Faust (1965), Harrison (1963), Hill (1963), Meeks (1963), Miller (1962), Newman (1956), and Eckerson and Smith (1962a, 1962b). However, there is considerable variability in the degree to which the various writers have stressed developmental aspects in their writing.

Newman (1956, p. 357) recognized that pupils with problems receive counseling but "the greatest value of counselors may be to give leadership to the staff by working with teachers to improve guidance in the classroom; for the guidance program affecting the vast majority of children must still be that carried on by the classroom teacher." However, he was unable after two years to implement a developmental model in his elementary school.

Gordon (1956) was one of the first who placed major emphasis upon guidance as stressing human growth and development and while he recognized specialists as having responsibilities (although none were specifically mentioned) in the guidance program, his major thrust was upon the role of the teacher as guidance worker. He defined guidance as organizing and providing information and satisfying individual and group experiences which produce growth for all children.

Peters and Farwell (1959, p. 3) defined guidance as "experiences which assist each pupil to understand himself, accept himself, and live effectively in his society." Meeks (1963, p. 108) in a similar vein refers to developmental guidance as "the process of helping the child to understand and accept himself in relation to his own needs and to those of his environment." She also stated that elementary guidance is important "in order that all children may find an opportunity for optimal development."

Harrison (1963) stressed the importance of the counselor as a consultant to teachers and parents. Faust (1965) focused upon the importance of elementary counseling as facilitating the cognitive learning of children.

Zaccaria (1965) integrated developmental tasks of children into a developmental model of guidance. This model carefully developed out of theoretical constructs drew upon psychology, child development and guidance philosophy. Hill (1963) stated the goals of elementary guidance should focus on working with all pupils to: enhance self-understanding, assist with goal-seeking and choice-making, social development, and understanding of the role of education in life. The chief concern should be the fullest possible development of all children. Byrne (1967) also stressed the enhancing function except he conceptualized an experimental role, the child development consultant (CDC). He envisioned bi-modal functions for the CDC; he would work to serve a development-enhancing function for all pupils and assist in restoring learning efficiency and general effectiveness to those pupils who have fallen into learning deficiencies or general ineffectiveness.

Dinkmeyer (1962) placed considerable emphasis on the consultative role of the elementary school counselor as did Faust (1965). The overriding purpose of the elementary guidance program, according to Dinkmeyer, is to maximize the development of each child. The developmental concept of elementary guidance during this period is typified by Smith and Eckerson (1963, p. 27):

> Guidance in elementary schools is usually interpreted as a service to *all* children in making maximum use of their abilities, for their own good and for that of society. The emphases of this service are early identification of the pupils' intellectual, emotional, social, and physical characteristics; development of his talent; diagnosis of his learning difficulties, if any; and early use of available resources to meet his needs.

Cottingham (1966) was aware that there were many similarities in points of view about elementary guidance, especially concern about the total development of *all* children. However, he called for a national study of elementary school guidance to examine more critically the assumptions underlying elementary school guidance and carefully plan implementation. It was for some of these same reasons that the Minnesota Department of Education sponsored writing projects to develop a sound approach to elementary school guidance.

Most of the writing to this point, prior to 1966, was very general and with the exception of Gordon (1956) and Zaccaria (1965) did not give comprehensive consideration to the literature on developmental psychology. None of the authors gave a balanced treatment to the role of all (parents, teachers, school psychologists, and other specialists) who influence the development of children.

Grams (1966, p. 14), author of the first Minnesota monograph on elementary guidance, stressed a learner-centered theory. The purpose of guidance is stated as follows:

> . . . to develop competence, a sufficiency for living, by utilizing the process of education as means to this end. The development is this process is facilitated by guidance; the skills, abilities, appreciations, knowledges, attitudes, etc., are seen as the raw materials which the individual may utilize in the course of an interdependent contributive self-actualizing life in society.

Roles of various functionaries including the elementary counselor are spelled out in addition to the primary importance of parents and teachers. In a sequel monograph, Gum (1969) emphasized the affective learning domain as well as the cognitive and identified the role of the guidance counselor in working with pupils, parents, teachers, and other specialists.

There were others in the late sixties who have also developed comprehensive developmentally oriented positions on elementary guidance (Dinkmeyer and Caldwell, 1970; Faust, 1968a; Hill and Luckey, 1969; Meeks, 1968; Munson, 1970; and Van Hoose, 1968). These publications are all books and for the most part are an elaboration and a development of views espoused in their earlier published articles.

Faust (1968a, p. 36) in an attempt to expand the counselor's role beyond counseling stressed work with all pupils through consultation with teachers, curriculum staff, administrators, parents, other specialists and community agencies. Stress was placed upon developmental consultation with teachers since it is through their classroom role children are freed to learn. "It is indeed difficult to understand that, until society provides an emphasis that attends to *all* children, and on a development basis, each generation of that society will continue to produce great numbers of crippled, neglected learners."

Van Hoose (1968) stressed the counseling role of counselors with all children in their cognitive, emotional and vocational development although the consultative role with teachers and parents was included. These roles are based upon the child's need for direction, self-realization, prevention of maladjustment and remedial assistance with normal problems of growth and development.

Meeks (1968, pp. 5, 11) stated that the education task is to help children to internalize democratic values and

> . . . to learn methods appropriate to a society of free men, particularly those methods which serve the interpersonal relationships . . . guidance as a complementary process to the teacher-learning process is a systematic approach to more effective education through the active involvement of the child in his own educational process.

The developmental guidance services include: child study, placement and orientation, teacher consultation, parent conferencing, and in-service education for staff members. The counselor plays an active role along with others in the school in facilitating the guidance process. There is very little in the book, however, about actual child involvement in the educational process.

Hill and Luckey (1969) identified developmental tasks of children and stressed that the role of guidance is to individualize and enrich the child's education. Eight guidance learnings are "musts" for all children. Guidance objectives would be accomplished through child study, counseling, group guidance, and the work of teachers and the counselor. The importance of parents is recognized and the responsibility of the school in working with the home is discussed. However, these authors failed to explain how the educational experience is individualized through guidance.

According to Munson (1970, p. 38) the central function of elementary guidance is "to enhance and improve the learning environment of the school so that each pupil in the elementary school has an opportunity to learn to the best of his capacity." The guidance specialist relates to school staff, parents and pupils to "help maximize the learning situation and produce efforts that will utilize to the best advantage the resources and information available in the home, school and community."

Dinkmeyer and Caldwell (1970, p. 3) argued that developmental guidance is necessary because the formative years of childhood demands it. Teachers alone are unable to meet all of the pupil needs, such as values, attitudes and goals. Guidance is the

> organized effort of the school to personalize and humanize the educational process for all students. The process involves a cooperative effort on the part of all school personnel to assist the child to understand himself and others, his opportunities, and his responsibilities, to the end that he might become purposeful in his approach to the educational experience and life.

In general, these writers in their books attempted to identify, elaborate and clarify developmental concepts written in earlier articles. With the exception of Grams (1966) and Faust (1968a), little recognition was given to contributions of others, especially other specialists in the school. Even the role of parents is understated in most cases.

State and National Guidelines Developed

The National Defense Education Act (NDEA) as Amended in 1964 made available for the first time federal money for elementary guidance programs. Many states sponsored pilot projects and some produced publications in this area. Some states also conducted evaluations of pilot projects. Much of the material was produced for in-state use and therefore was not always identifiable in the routine literature. In an effort to become more familiar with state sponsored activities especially as they relate to evaluation of pilot studies, a letter (Appendix E) was sent to state supervisors of guidance requesting copies of any state published material in this area of activity. All fifty replied.

Many states have developed guidelines for program development, and some states have conducted some form of investigation, mostly descriptive in nature. A few states have done very little in promoting elementary guidance pilot programs.

In reviewing literature published by the state departments twenty-seven have developed guidelines for local program development (Arizona, 1967; Arkansas, Turner, 1970; Colorado, Williams, 1970; Connecticut, Drewniany, 1970; Kentucky, 1968; Florida, n.d.; Georgia, n.d.; Hawaii, 1960; Illinois, Revised, n.d.; Indiana, Pruett and Whiteman, 1967, Hamrick, 1968; Iowa, n.d., Frank and Matthes, 1970a, 1970b, Matthes and Frank, 1970a, 1970b, 1970c, McClain, 1968, Smith, 1969; Kansas, 1969, 1970; Louisiana, 1968; Maine, 1965; Massachusetts, 1964; Michigan, 1968a, 1968b; Minnesota, Grams, 1966, Gum, 1969; Missouri, Blackman, C., Enochs, P. D., Moore, E. J., 1969; Nebraska, McNeff, 1969; New Hampshire, 1964; New Mexico, n.d.; New York, 1970; Oklahoma, 1970; Oregon, 1963; Pennsylvania, 1966, 1968; South Carolina, 1965; Texas, Stricklund and Engemoen, 1968; West Virginia, Humphreys, n.d.; Wyoming, 1970). One state professional association developed guidelines (Texas, 1969).

A survey of these publications indicates general topics covered were as follows: pupil needs, objectives, coordination and organization, counselor's role, teacher's role, administrator's role, parent's role, appraisal, educational placement, facilities, counselor qualification and evaluation. The guideline materials reflect a wide range of comprehensiveness going from two pages (Georgia, n.d.) to a comprehensive theoretical model of 224 pages (Grams, 1966). One state, Iowa, developed a set of five publications identifying strategies for implementing elementary school guidance programs (Frank and Matthes, 1970a, 1970b and Matthes and Frank, 1970a, 1970b, 1970c).

Five states* (Alabama, Delaware, Mississippi, Utah, Vermont) and Washington, D. C. indicated either no projects and/or no guidelines for elementary guidance.

The U.S. Office of Education has been active not only in administering the NDEA, Title V-A program but in producing articles, pamphlets, conducting studies, and sponsoring conferences on the topic. The office sponsored a national conference (Smith and Eckerson, 1966a) and papers presented at the conference were reproduced and later distributed.

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*Letters to G. Dean Miller from State Guidance Supervisor in answer to letter of request.

A joint statement on elementary guidance and counselor role has been prepared by two national guidance organizations, Association for Counselor Education and Supervision and the American School Counselor Association, Divisions of the American Personnel and Guidance Association (1968). These groups argue that additional personnel and services are necessary if the school is to provide maximum opportunity for learning, enabling each child to learn effectively in terms of his developmental process. The major responsibilities of the counselor are: counsel and consult with pupil, teacher, parents and school staff and coordinate the various resources of the school and community.

Evaluation Activities by States

Many states have conducted some type of study of what has been done in the pilot projects. Some were done as doctoral studies. Most state studies were descriptive in nature and usually included kind and number of counselor contacts with others or per cent of time spent on various guidance functions such as counseling, coordinating, consulting, group guidance, testing and referral activity (California, McCreary and Miller, 1966; Connecticut, Drewniany, 1970; Kentucky, 1966; Georgia, 1967; Indiana, Pruett and Cauble, 1968; Pruett, 1967; Maryland, Byrne, 1968; Michigan, 1969; Montana, 1969; Nebraska, Dean and Humarn, 1968; New Hampshire, 1964; New York, 1967, 1968; Ohio, 1968; Oklahoma, 1968; Tennessee, 1968; Texas, 1966, 1968a, 1968b; Wisconsin, 1969; Washington, 1968; West Virginia, Humphrey, n.d.; and Wyoming, 1969).

Some states included surveys of students, parents, teachers and/or principals to identify attitudes toward guidance services and the role of the elementary counselor. California (McCreary and Miller, 1966) in addition to a study of guidance activities asked administrators and counselors to rank functions in order of importance; counseling, teacher consultation, and parent consultation were highest. Actual time was spent in counseling, teacher consultation and testing (in order of time spent).

Connecticut (Drewniany, 1970) surveyed state elementary schools to determine which pupil personnel workers perform counseling, consultative and coordinating functions. The 47 per cent of the principals who responded indicated counselors, social workers, nurses, and school psychologists all do counseling but gave most credit to nurses with counselors second. Counselors were very involved in coordinating guidance activities but principals indicated they did the most coordination of in-school and school-community activities. Principals also indicated they did most of the consultative function in the school and named the nurse next in frequency of performing this function.

The Elementary School Project in Maryland sponsored by the Interprofessional Research Commission on Pupil Personnel Services (IRCOPPS) and the Maryland Department of Education was a five year experimental study to determine (1) effectiveness of services; (2) the function of an interdisciplinary person in an elementary school and; (3) effectiveness of on-the-job training. The interdisciplinary person was an experimental professional model, a composite of a counselor, social worker and psychologist trained on-the-job. Traditional workers were elementary counselors prepared by typical preparation programs. Generally there were no differences between types of worker, traditional or child development consultant (CDC). Most comparisons were reported in mean scores or percentages on eleven variables. On the study of functions in the CDC's by the end of the second year spent twice as much time in remediating and/or enhancing development as in any other function. Enhancing development was next in time spent and remediating was third.

California, as mentioned earlier, Michigan (1969) and Oklahoma (1969) used questionnaires with teachers. In the Michigan study teachers showed very little difference in rating aspects of the guidance program. In general the programs were rated about 80 per cent effective by the teachers on all points in the questionnaire. The Oklahoma study indicated teachers rated the counselors high on follow-up of referrals and in meeting the pupils' needs promptly.

New Hampshire (1964) in one project included surveying students regarding their opinion as to counselor helpfulness. Student reaction to the counselor was very positive in most all situations surveyed. Two full-time elementary counselors served 16 elementary schools; however, they worked with underachievers in the sixth grade in only four of the schools (Montana, 1966). The counselors met with pupils in five individual and group counseling sessions during the year. No significant achievement differences were found between the experimental groups in the four schools and the control groups where no help was given sixth grade underachievers. Parent groups were also part of the treatment program but were not well attended; however, individual parent conferences were. It would appear that the number of contacts with pupils and parents was not sufficient to effect a change in pupil achievement.

Wisconsin (1969) and Wyoming (1969) asked counselors to estimate time spent on various guidance tasks and their opinion as to how time should be spent. In Wyoming counselors spent most of their time in coordination functions (41%), counseling (37%) and consultation (22%). They would prefer counseling 44 per cent, coordination 30 per cent, and consultation 26 per cent of their time. Wisconsin's elementary counselors would spend less time with problem students, appraisal functions and parent conferences but would increase time in group counseling, developmental activities and working with parents in groups.

Texas (1968a) did an extensive study of counselor characteristics and counselor function. Intercorrelations were calculated on all counselor in-put guidance variables and a factor analysis was conducted. Unfortunately over 40 per cent of the Texas group did not respond to the questionnaire.

Illinois sponsored a two-year study of elementary school counselors in three diverse school districts (Kaczkowski, 1971 and Kaczkowski, n.d.). The pattern of counselor behavior was recorded on seven forms covering the areas of counseling, consulting, and coordination. "Counselors devoted most of their time to the counseling function with consulting a distant second choice and coordination rarely undertaken" (p. 8). Teachers reported that 325 of the 429 counseled pupils showed some degree of positive change. Teachers' ratings of referred pupils on a pre-post basis indicated significant improvement not only in the disturbing behavior but academic behavior as well even though counselors concentrated on adaptive school skills rather than the basic skills areas. Pupils perceived counselors in a remedial role of helping those in trouble with their studies.

Tennessee (1971) conducted a study of 13 pilot programs of elementary guidance by asking pupils, teachers, counselors, and principals. Although there was wide variability among the schools, there was considerable agreement between pupils and teachers as to guidance program effectiveness (coefficient of concordance .88). Primary, intermediate, and upper elementary grade level pupils all seemed to know the main purpose of the counselor in the school. Most of the teachers' positive responses were related to their own guidance role with little reference to consulting with the counselor.

One state, Delaware,* is currently sponsoring three counselors in one school system for three years. Extensive evaluation is planned which will include comparison with a control group receiving no help. Emphasis is upon helping disadvantaged children and their parents.

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*Letter to G. Dean Miller from J. D. Wiggins, Supervisor of Guidance, Department of Public Instruction, Delaware, November 11, 1969.

Other Evaluations

Counseling Studies

A number of studies, mostly doctoral dissertations, were conducted on counseling and in some instances its impact on pupils. Hawkins (1967) investigated differences in content of interviews with children by grade, sex, problem and topic initiator. She concluded that: (1) the 679 topics discussed gave evidence that children are willing to talk; (2) the greatest number of topics discussed were related to school and home; (3) there were no relationships between topics and problem areas; (4) the counselors assumed more responsibility than pupil in initiating topics. However, pupils initiated some topics with equal frequency. She concluded that the topic selection is a function of who shows initiative.

The content of counseling interviews with elementary children was studied by Murchie (1972) who classified counselor verbal responses according to the Troth system. Techniques used most often were clarification, rapport-building and closure. Most time was consumed by clarification, exploring, and rapport-building. Questions were raised by the author whether or not elementary counselors might more appropriately spend more counseling time structuring or directing younger children, possibly tutoring, role playing, and/or use play materials.

Unstructured group counseling was used in another study to remediate behaviors in pupils referred by teachers (Marx, Redding and Smith, 1967). A counselor, two psychologists, one social worker and four teachers (given in-service training) met students once per week for 13 weeks in 50 minute sessions. Results were positive but no statistical tests of significance were used (4 improved, 25 some improvement and 13 no improvement).

Another counseling study (Daldrup, Hubert and Hamilton, 1968) included two counselors in four low socioeconomic schools in an Arizona school district. Play techniques in 30 minute individual sessions with a client-centered approach were used (except where anxiety was absent, behavior modification was used). Groups of two to eight, all referred by teachers, met in 45 minute sessions. Evaluation consisted of student, teacher and parent questionnaires. Results were positive, but no tests of statistical significance were used.

A recently reported study (McBrien and Nelson, 1972) identified through a sociometric test primary grade level children with the lowest social status and placed them in discussion groups or play groups. Treatment periods were 40 minutes each week for 10 consecutive weeks. The play group was relatively unstructured with the adult assisting with the art and game materials plus encouraging interaction among all children. The discussion group utilized the Ojemann (1967) materials which encouraged self-disclosure. Again interaction was encouraged by the leader. Results showed the group discussion approach to have subjects with the largest gain scores although not significantly different than the others. It may be that identifying 12 out of the 25 children (about 48 per cent) as low status is too broad a definition. Also the Ojemann materials stress understanding the dynamics of behavior perhaps more than accepting atypical behavior in others.

The use of public commitment to change was the emphasis of a counseling study of 50 fifth and sixth grade pupils assigned to one of four groups. Counseling with or without public commitment to change was not found to positively influence school anxiety, teacher-pupil relations, or sociometric status. Teachers who worked with counselors indicated a more positive attitude toward counselors than teachers who did not work with counselors (Mayer, Beggs, Fjellstedt, Nighswander and Richards, 1970).

A study designed to examine the effects of client-centered group counseling using play media on intelligence, achievement, and psycholinguistic abilities of underachieving primary school children, mostly black, was conducted by Moulin (1970). Two groups of six pupils each met for 12 one-hour weekly therapy sessions. Pupils showed significant gains in non-language response on an intelligence test and six of nine subtests of psycholinguistic ability.

Group counseling was provided on a biweekly basis for third, fourth, and fifth grade children who received systematic counselor reinforcement to shape each child's behavior toward adaptive responses and extinguish inhibiting responses as they related to counseling and classroom learning situations. Hinds (1968) found that significant changes took place based upon pre and post video tapes rated by judges. On post-classroom measures the experimental group in contrast to the control group increased significantly in adaptive behavior and decreased in interferring behavior.

Group counseling was combined with a remedial reading activity for thirty-six elementary and secondary participants in remedial reading program. The treatment group received one hour of remedial reading per week plus one hour per week of group counseling. The control group received the regular two consecutive hours of remedial reading per week. The results supported the major hypothesis that there would be comparable gains in reading performance of the two groups and that the counseled group would show significantly greater improvement than non-counseled group regarding more positive attitudes toward school and others (Strickler, 1964).

Group counseling was used by Mann (1967) to determine possible changes in self-concept, anxiety, attendance, achievement, and I. Q. of educable mentally retarded boys. Twelve one-hour structured and supportive sessions were held. The results significantly favored the experimental group over a control group on one of two self-concept measures, a significant reduction in anxiety, a significant improvement in reading, arithmetic and deportment but not attendance. Age and I. Q. were not significant factors related to anxiety and self-concept.

A group play activity was provided poor reading seven and eight year old boys during two half-hour weekly sessions over an eight week period and though anxiety scores decreased and reading achievement gained they were not significantly different than a control group (Hinze, 1970). Perhaps the reinforcement method used successfully by Clement (1967) in his group play activity might have application in the situation Hinze attempted to remediate.

Halliwell, Musella and Silvino (1970) placed pupils, who held poor school attitudes, in a counseling program for eight weekly sessions over a three year period. Counseling was directed toward areas showing concern on SRA *Youth Inventory*. Boys showed no difference between their control counterparts, but girls reported significantly fewer problems than their matched pairs in the control group. Grades were not significantly different.

Biasco (1965) studied the effects of individual counseling, multiple counseling, and teacher guidance upon the sociometric status of children. No significant differences were found, but recommendations for further research were suggested. Matthes (1967) used methods suggested by Truax but found no significant differences between conditions in counseling and selected outcome variables.

Kranzler, Mayer, Dyer and Munger (1966) conducted a study of fourth graders with low social status and found that counseling was more favorable than either teacher guidance or a control group. No significant changes were found by Winkler *et al.* (1965) in another study of fourth grade underachievers who received a combination of reading instruction and counseling.

Another study (Mayer, Kranzler and Matthes, 1967) was conducted to compare the effects of counseling and teacher-guidance upon peer relationships. A control group was also used. Pupils were selected on the basis of a desire to improve peer relations. Both individual and group (4 to 5 pupils) counseling were used for three weeks meeting two times per week for 45 minutes. A client-centered method was used. Pre- and post-measures were used to determine change. No significant differences were found. Except for the short treatment period the study appears well designed. Another significant point is that though pupils expressed concern about changing peer relationships they did not select this topic for discussion during counseling.

Kranzler (1968) reviewed previous studies where counseling was not shown to be effective. It was suggested that counselors vary in style and technique. He pointed out, using the writings of Truax and Bergin as his basis, that mean differences in counseling differ very little but variances do, which means some get better with counseling and some get worse. Some research showed gains made by clients with experienced counselors and no gains with inexperienced counselors. Attemps by Matthes to use high level of input did not show positive results. In a later article Kranzler (1969) elaborated upon need to research counseling techniques with elementary pupils.

Model reinforcement was the focus of a study by Hansen, Niland and Zani (1969). They used group counseling with pupils with low socio-economic status and sociometric stars. Another group met without models and a third group met for an activity. Discussions centered on suggested reading material and personal experience. The groups met twice weekly for four weeks. Two months later a sociometric measure revealed significant differences in favor of the groups using pupil models with the counselor over counselors working alone or the control groups.

In another study, Tosi, Swanson and McLean (1970) examined the effect of counselor use of social reinforcement with nonverbalizing sixth graders. There were five pupils in two groups and six teachers participated with the counselor. Groups were matched on the basis of IQ, self-concept and achievement. The counselor met with the experimental group once per week for approximately 40 minutes over a one month period. Discussion topics focused on growing up emotionally. Teachers counted unsolicited verbal responses during sampled days. The counselor provided continuous verbal reinforcement at first and applied it randomly at the end. The experimental group was significantly more verbal nine weeks after termination of the group sessions. The success of the structured discussion in this study might explain why the study by Mayer, Kranzler and Matthes (1967) did not lead to significance.

Alper and Kranzler (1970) compared the effectiveness of behavioral and client-centered approaches with pupils referred for high rate out-of-seat behavior. After four weeks treatment no significant differences between groups were found among the four criteria. It is possible that combining counseling with teacher consultation might have been more effective as reported by Gronert (1970), Blaker and Bennett (1970) and Englehardt, Sulzer and Altekruse (1971).

Using model reinforcement methods Warner, Niland and Maynard (1971) worked with fifth and sixth graders whose academic records were discrepant with their goals. Pupil models were reinforced by counselors for realistic goal setting as well as discrepant pupils who made similar statements. The groups were conducted on a structured basis and found to be more significant than open-ended counselor led groups in reducing the discrepancy between grades and goals through more realistic goal setting.

Using play activity with a disruptive first grade boy for five weeks Myrick and Holdin (1971) found that disruptive behavior dropped from 61 per cent to 14 per cent. The teacher rated him following play activity and counseling as more cooperative, responsible, attentive, and less aggressive, talkative and fidgety. He was also reported improved in arithmetic, reading, writing, neatness, and completion of assignments. A self-concept measure revealed positive changes as perceived by the boy and a nine week's follow-up after counseling indicated that school staff continued to observe more appropriate behavior.

Eleven third-grade boys referred for shy, withdrawn behavior were assigned to one of three play therapy groups. A token group received tangible reinforcements (worth about one cent each) for desirable social responses, a second group received verbal reinforcement and the third group met without a therapist present. After fourteen play sessions it was found that the token group improved significantly more than the verbal group; and the verbally reinforced group improved socially more than the control group (Clement, 1967).

Kern and Kirby (1971) trained influential fifth and sixth grade children as helpers in working with counselors to improve the school adjustment of poorly adjusted peers. Following the 50-minute daily session over nine weeks teachers rated pupils again and the peer helper group was perceived as making significantly higher adjustment gains than counselor-alone group or the control group. Self perceptions of the various group members were not significantly different.

Counseling and Consultation Studies with Teachers and Parents

Hume (1970) hypothesizing that counseling with pupils and consultation with teachers are complementary functions, formed four groups of 20 pupils with emotional problems from grades one through four. Group A pupils received weekly play therapy during the year; group B teachers received workshop consultation during the year but no therapy for their pupils; group C received weekly group therapy in combination with group consultation for the teachers; group D was the control group which received no treatment. The combination of therapy with teacher consultation was the most effective method even after a two-year follow-up.

Combining a behavioral approach with reality therapy, Gronert (1970) as counselor to pupils and consultant to teachers worked with an eleven year old hyperactive girl and a second grade boy who lacked bladder control. Both had two or more years of previously unsuccessful therapy elsewhere. Ignoring less distracting behavior and rewarding desirable behavior as well as exclusion from the class when necessary proved effective in handling the disruptive child. Rewarding desirable behavior at first after each success and later intermittently in combination with exclusion from class proved worthwhile in establishing good bladder control after one month with the boy.

The counselor, functioning as a consultant and working through the teacher, was able to contribute to reducing the disruptive behavior of a fourth grade boy. The teacher was encouraged to recognize desirable behavior and ignore undesirable behavior. Both pupil and teacher behaviors were observed regularly, charted and reviewed by the counselor to give teacher feedback and show effect of her behavior upon pupil. A two-month follow-up after ten training sessions revealed that the pupil remained in his seat appropriately and raised his hand, with the result that he was no longer disruptive (Whitley and Sulzer, 1970). Working with a first grade boy with similar problems another study reported equal success with the counselor serving as consultant to the teacher over 17 sessions (Englehardt, *et al.*, 1971).

Using behavioral counseling, which included peer models and teacher and counselor reinforcement procedures, Blaker and Bennett (1970) reported similarly favorable results with elementary school pupils. They also reported success in using positive reinforcement with an entire fifth grade class with a teacher who needed to regain classroom control. Patterson, Shaw and Ebner (1969) were successful using a similar approach with socially deviant children. Teachers, parents and peers were active participants who helped bring about the desired social behavior.

The consulting role of elementary school counselors, emphasizing first working with teachers in groups and secondarily with pupils, was tested in eight schools. Effort was directed toward making teachers less authoritarian in attitude and increasing congruence between pupil's perceived and ideal self images. Results of the analysis showed no differences between experimental and control groups of pupils and teachers. Batdorf and McDougal (1968) upon reflection questioned the appropriateness of Minnesota Teacher Attitude Inventory and Self Picture Check List in detecting changes in classroom climate and pupil self-perception.

Comparing the effects of counseling and consultation upon the sociometric status and personal and social adjustment of third grade pupils Lewis (1970) used information sharing, supportive techniques, learning climate suggestions, and planning assistance offered to teachers as strategies for consultations. Pupils in counseling were encouraged to explore for greater self-awareness, consider alternatives and try new behavior to increase competence. The weekly one hour sessions with pupils or teachers (or parents) continued for 12 weeks. Sociometric and personality measures showed no significant differences between the groups.

The Department of Program Development for Gifted Children in Illinois sponsored weekly group counseling sessions over an eleven month period for talented underachievers or dysfunctioning children (grades 3-6). Teachers met for a one-hour weekly group discussion regarding problems of the referred children and parents met weekly for a two-hour period to discuss their children and how to cope effectively with their child's behavior. Specific and general recommendations were made by the counselor concerning individual situations. The results revealed a significant reduction in pupil anxiety, aggression, and nervous symptoms, an increase in self-reliance, and perceived positive parent attitude compared to a control group. Significant improvements in pupil behavior were also reported by teachers and parents compared to the control group and postive changes in other important developmental variables were also observed although they did not quite reach significance (Stormer, 1967).

Otto (1962) has conducted spontaneity training for teachers for the purpose of freeing them to permit and encourage it in children. The summer workshops used the group members to suggest ways of achieving spontaneity and included such approaches as sociodrama, free expression of feelings, values and beliefs, painting and drawing, "brain storming", music, abstract or representative art, interpretive dancing, group story and group showing, and psychodrama. The author concluded from his experience with teachers that spontaneity training should become part of the profession. He has developed a manual for releasing human potential (1967).

Patten (1968) used group counseling with female fifth and sixth grade teachers to encourage more positive perceptions of pupil behavior. Counselors used selective responding for the six hourly sessions held over a six weeks period of time. The results indicated that six sessions with teachers served by a counselor using a selective responding technique can produce significant perceptual movement among teachers and that positive perception of student behavior can be encouraged.

A three-year Minnesota Title III project at St. Louis Park demonstrated that counselors and social workers working with underachieving seventh graders were effective in that the children whose parents participated in group discussions showed improved school performance, whereas a control group improved at a lower rate or, in fact, deteriorated in their academic work (Wirt, 1970).

The efficacy of the Adlerian model which stresses working with significant adults in the lives of children was studied over a ten weeks period by Platt (1971). Fourteen third grade pupils, their teachers and parents were included and received the following: 30 minute group counseling for the children; 60 minute group discussion once a week with the teachers; 30 minute individual weekly conferences, or classroom discussion-demonstrations for teachers involved with the experimental groups; and two hour weekly group instruction and discussion with parents. A placebo group met weekly with a counselor for 30 minutes. A control group received no special attention. All of the children in the experimental group made significant progress according to the parents and all but two of the children were seen as making significant progress according to the teachers. There was no comparable progress in either the placebo or control groups of children.

The modification of pupil behavior through group counseling and consultation with parents and teachers was studied by Palmo and Kuzniar (1972). Group counseling and consultation in various combinations were superior to the control group as rated by the teachers who used a behavior check list. Significant differences were also found by observers who rated the children in their classrooms with the result that children from the parent-teacher consultation group showed improved behavior over consultation in combination with group counseling, group counseling alone or the control group.

A therapy project with parents of problem school children was conducted to prevent maladaptive behavior. It was speculated that home changes would result from a shift in parental attitudes. Parent groups were conducted for a two-year period. The results indicated that 80 per cent of the children whose mothers attended the sessions improved in behavior. Unfortunately, only about half of the referred mothers responded to the offer of group sessions to help them with their children (Buchmueller, Porter, and Gildea, 1954).

In a project using recreation leaders as a possible source of therapeutic assistance Schiffer (1967) reported that boys, ages from 9 to 11 years of age, referred to a child guidance clinic might be helped through group play. A parent therapy group was also provided as well as a "leadersless" parent group. The group sessions were conducted over a nine month period and while the children in the treatment group did not change for the better their peer relations stabilized. The control group children grew worse on five out of six of the deviant measures. There was no significant relationship between adjustment scores and parent group activity.

The effects of group counseling with parents of nursery school and kindergarten children were examined in a study by Carroll (1960). Three group counseling sessions were conducted and parents chose topics centering on preschool child behavior, preschool programs, child guidance, and family relations. More favorable parent attitude gains, though not significant, were made by the two groups with the less educational level. Those who attended more sessions showed greater gains than those who attended less although the gain differences were not significant. Significant differences were found between social class and total parent attitude score.

A group therapy progress for child and mother was provided as a possible remediation of reading difficulties with boys. The groups met for a one hour session on a weekly basis for a nine month period. Another group was conducted without the mothers. The experimental group made significant gains in reading over the group without mothers. Rorschach gains were also more significant for the experimental group which showed gains in maturity, self-esteem, independence, self-control and self-acceptance. Gains in observable behavior by teachers also favored significantly the experimental group. The experimental group mothers showed attitudes changed in a more warm, democratic direction characterized by more acceptance and less punitiveness towards their sons. The control group mothers became more overtly hostile, more critical and more punitive towards their sons (Shatter, 1956).

Intensive group discussion was used to attempt to improve the attitude of mothers toward their sons who manifested reading difficulties (Samuels, 1958). The boys ranging in age from nine to 13 years of age were at least two years retarded in reading. The mothers in the experimental group met three times per week for one and one-half hour sessions over five weeks. The experimental mothers became significantly less authoritorian in attitude, less possessive, and more positive toward their sons. Rejection attitudes improved but not significantly. The control mothers did not change in any attitude during the same period. Like the Strickler study (1964) reading gains were not significantly different and as the author points the time of the study was perhaps not sufficient for the effect of changed parental attitudes to take effect.

Penn (1972) in a study to help parents and teachers with interpersonal skill development in dealing with underachieving children found that 5th and 7th grade pupils gained in the predicted direction more than control groups in school achievement although the amount was just under the level of significance. Tamminen (1957) offered a televised program to mothers on child rearing methods and found significant changes in parents' attitude mean scores over a control group.

Developmental Classroom Guidance Studies

In an effort to demonstrate the value of affective learning, Anandam, Davis and Poppen (1971) compared teacher reinforcement of pupils' verbalization of feelings to a group which participated in "feelings" classes. Expressions of feelings by children did not differ by groups although pupils from the "feelings class" seemed to have become more free to interact with peers and the teacher, and to respond to the teacher.

An instructional guidance program derived from a survey of needs was presented to fourth grade classes by both teachers and counselors. Story materials were developed and an in-service program was provided to prepare teachers and counselors. Post measures were based on an adaptation of the same instrument used to identify needs and develop program content. A comparison of groups indicated teacher taught groups made significant gain over counselor taught groups; however, the counselor taught groups improved more than the control group with no guidance instruction (Bedrosian, Sara and Pearlman, 1970).

A study based upon the use of social learning theory was designed to increase the social acceptance of fifth grade pupils who had low peer status. The methods included an experimental intervention procedure in one class, the use of teacher-reinforcement procedures in a second class, and the change of teachers in a third class. Twenty-four measures were used related to social desirability, personality constructs as related to environmental press, and attitudes toward peers and authority. The experimental group had a school psychology intern for three days a week for five weeks. The regular teacher of the experimental group was instructed to use selective-reinforcement on the low status pupils. The experimental group at the conclusion of the treatment possessed significantly high sociometric means, higher means on the femininity scale (the models were female), and higher means on attitudes pertaining to the peer dimension of happy. Counselors meetings with every class on a regular basis is stressed as a method for improving maladaptive behavior over individual counseling which may produce negative effects by its mysterious nature (Barclay, 1967).

Twelve weeks (thirty minute sessions, three times per week) of group guidance activities were conducted for eighteen fourth grade children who manifested personality conflict and retardation in reading ability. The results favored the experimental group over a control group (one grade higher) on reading scores and test of personality (Crider, 1964).

Halpin, Halpin and Hartley (1972) in a study of second grade classroom guidance, using counselors and counselor assistants in a five week program to promote positive feelings and behaviors toward others, found that two sessions per week was significantly more influencial than one session per week and further that one session per week was superior to no classroom guidance.

Darrigrand and Gum reported on a study using Bessel &

Palomares (1969) guidance material with one group, and University of Minnesota, Duluth developmental guidance material (Gum, 1969b) with another group. The counselor conducted the twenty minute daily units for fifty sessions. A third group was exposed to twenty-five sessions. All three counselor led groups showed significant gains in self-concept and sociometric status over a control group. Both boys and girls grew in acceptance of the opposite sex, which is a departure in the usual developmental trend (Mussen, Conger, Kagan, 1965).

Howell (1972) reported a .91 correlation between self-concept gain scores and standardized achievement gain scores working with low achievers using classroom guidance materials developed by the University of Minnesota, Duluth (Gum, 1969b). A control group showed a low correlation (—.26) between the same variables.

Pardew and Schilson used a combination of Science Research Associates (Anderson, Land & Scott, 1970), Dinkmeyer (1970) classroom guidance material and Scholastic/Kindle filmstrips with four-year olds for thirty-three sessions with three groups over eleven weeks and found significant increases in self-concept and teachers rating of pupil growth over a control group.

A promising approach to group problem-solving has been described by Brown and MacDougall (1972) and includes the use of programmed materials and group discussion following video tapes of individuals assigned a group task.

Teachers' Attitude Toward Guidance

Newman (1956) asked for teacher reaction to a two year elementary school guidance program and received the following response: (1) decrease teacher emphasis upon "stronger discipline and less psychological approach"; (2) increase requests for suggestions on teacher's guidance role in the classroom; (3) encourage more counselor participation in the classroom; (4) provide more information concerning the counseling program; and (5) provide more information on children they referred to the counselor for help.

A study of teacher attitudes toward elementary guidance was conducted by Axelberd (1967). Teachers who taught in schools having guidance programs were more favorable toward guidance than teachers who taught in schools without guidance programs; however, schools with part-time counselors received lower ratings than schools with no guidance program. Another significant finding of this study is that grade taught, age, education or social status was found to be in no way related to teacher guidance attitudes. However, expansion of guidance was supported by the teachers.

A pilot guidance program in four schools was established which included a semester course for teachers on principles and practices of elementary school guidance. Teachers were encouraged to initiate group guidance, conduct child study activities, individualize instruction and work with a counselor-consultant. The experimental group school teachers showed a higher gain in Minnesota Teacher Attitude Inventory scores, wrote more anecdotal notes, referred more pupils for assistance and retained fewer pupils than controls (Greising, 1967).

Healy (1968) conducted a study in New York City to determine what guidance procedures teachers utilized in an early identification and prevention program for children in kindergarten through third grade. Teachers utilized a greater number of guidance techniques and evaluated the techniques positively with greater frequency than in control schools. The procedures utilized were centered around social relations, parent teacher relations, and identification of special children. Some items like home visits and test interpretations were rated as unfamiliar by teachers.

Assessing teachers' perception of their role in guidance was the focus of a study by Witmer and Cottingham (1970). Assessment of teacher guidance role perception emphasized surveying teachers' use of guidance practices, the value placed upon them and suggestions for improving these functions. About 73 per cent of the teachers from 45 schools in Florida were surveyed and guidance was viewed as a major responsibility of the teacher. However, teachers recognized a need for additional guidance services through more time for guidance activities, assistance from a guidance specialist, and through additional teacher training.

A study which was similar in design to the Greising (1967) study supports the findings of the earlier study. Kornick (1970), working with teachers in a single building, formed two groups, experimental and control, and matched them for age, education level, sex, grade level taught and experience. During the school year the counselor provided guidance services to the 35 teachers and some of the 1600 pupils. Teachers became actively involved in committee work, parent-teacher-counselor conferences and in-service experiences. The counselor working with teachers helped to communicate counselor role. The instrument used to measure teacher attitude toward desirable counselor functions was one adapted from the one used by Raines (1964). Teacher scores were compared to the criterion group and reached 68 per cent agreement on a set of desirable counselor functions.

Studies of Elementary School Counselor Function

There were two early studies conducted on elementary counselor activities. Martinson's study (1949) was conducted on counselors in California, while the National Association of Guidance Supervisors and Counselor Trainers (1953) conducted a study of elementary schools in the nation. In this study 6 per cent had full-time counselors and less than half of the schools reported having adequate staff to meet the personal-emotional, social, educational and occupational problems of pupils.

Hart (1961) conducted a study of the elementary counselor position in 34 school districts from an administrative viewpoint. He gathered impressions of superintendents, principals, counselors, teachers and guidance experts toward counselor duties, skills, personnel policies and training. In the area of duties, there was general agreement this worker should: (1) interpret pupil data to teachers and parents; (2) provide guidance consultation to teachers; (3) conduct parent conferences; (4) not punish pupils; (5) not attempt therapy; and (6) spent less time in clerical duties. The three most valuable services provided by the elementary school counselors should include: guidance services to pupils; services through teachers to assist pupils; and gathering, maintaining, and interpreting pupil data. Only a few districts presented evidence that behavioral changes in pupils resulted from the assignment of counselors. In general, however, the evaluation was considered inadequate by Hart.

Newman (1956) using weekly plan sheets estimated how his time was spent working as a counselor with 920 pupils in a single school. Only three categories accounted for more than 8 per cent of his time: counseling (12%), records and reports (12%), and administrative duties (12%). He espoused that working with teachers was the greatest value of the counselor but unfortunately he spent little time on this function.

A tri-state study of principals' perception of elementary counselors took place in Washington, Oregon and Idaho (McDougal and Reitan, 1963). Principals preferred a teaching background for counselors and indicated that counseling and parent consulting should receive high priority. They gave next priority to identification of talents and problems, assisting teachers with testing and appraisal and interpreting guidance to the community.

McKellar (1963) in a national study of 183 counselors in twenty states determined 90 per cent were full-time and two-thirds of them were female. Half had three years or less elementary counseling experience. In responding to 51 functions these counselors indicated counseling with greatest frequency, working with parents second and working with teachers third. Three-fourths believed guidance should be developmental for *all* students and that more time should be spent with teachers and parents than students. One conclusion of the writer was that a school-wide "ideal" attitude toward guidance may depend upon involvement of all the school personnel in planning and carrying out the guidance program.

Perrone and Evans (1964) asked 100 certified elementary counselors in twenty-three states to estimate on an annual basis how much time was spent on eight functions. Most of the counselors' time was spent conferring with teachers, counseling, group testing and working with parents. The elementary counselors recommended services for decision making, developmental activities, and informational assistance.

Oldridge (1964) studied ten schools with a therapeutic orientation in five schools and a guidance orientation in the other five schools. Behavior change was the criterion measure. Results did not favor one role over the other; however, it should be pointed out the "guidance" oriented counselors were really problem-centered in that they handled all referrals dealing with emotional maladjustment whereas therapeutic counselors handled referrals dealing with narrowly defined behavior such as aggressiveness, withdrawal and the like. In this sense, both were clinically oriented, therefore a guidance model serving all children was not compared at all, only the remedial function.

Thirty-one elementary counselors in Ohio were interviewed in a study by Raines (1964). Ninety-five activities were covered. He found guidance more extensive where pupil personnel services were present. The counselors had little preparation in elementary guidance, most had a secondary background. Most common services included: assisting in group testing, diagnostic and counseling services for problem pupils. There was a lack of agreement on counselor role among counselors, counselor educators and principals.

Greene (1967) elaborating upon Raines' questionnaire conducted a national study of elementary counselors. Over two-thirds were full-time and a like number were women. Over half

(54%) served one school with 20 per cent serving two schools. Counselors reported they had more contact with intermediate grade pupils than primary grade pupils. Most common functions included counseling or otherwise assisting individual children, working with parents and consulting with teachers, performing referral services and conducting child study activities.

A counselor competency pattern study was conducted by Jones (1966) so that counselor educators might develop preparation programs and guidelines for certification could be drawn. He used two groups of judges, a national sample and a state (Texas) sample. They agreed that a counselor bringing personal adequacy to the role could be effective in helping teachers and pupils. The nature of the community and pupil population should be considered in defining role. Both groups agreed the counselor should be prepared as a generalist but they did not agree on individual testing competency and the importance of a teaching background. The national group did not feel teaching background and individual testing competency were important.

Nitzschke (1964) conducted a national study of graduate programs in elementary school guidance and collected data from counselor educators and counselors in-training. The results showed that although preparation programs were relatively new and little differentiated from secondary preparation programs, they did stress the developmental aspects of guidance in the elementary school.

Glofka (1966) and Lundgren (1966) in separate dissertation studies investigated perception of role and function of elementary counselors in Illinois. Glofka compared the perception of counselors, teachers and administrators in 18 demonstration centers. He compared the Illinois groups' perception to counselors certified in other states as well as a University of Illinois criterion group. They sorted items as to relevance to a consultative role or school psychologist role. The school groups differed from the University group; role perception varied from center to center and great teacher variance suggested a lack of knowledge about guidance. The overall perception of first and second year centers was remedial and diagnostic.

Another state study of elementary counselor role was conducted in Idaho by Archer (1967). He compared perception of role by teachers, counselors and administrators with counselor educators in the nation. Staff in three pilot projects and twenty-five counselor educators were used as subjects. All groups agreed that the counselor should spend his time counseling, coordinating and consulting. Counselor educators tended to place less emphasis upon working with the individual than Idaho personnel. Counselor educators tended to focus on consultation, coordination, counseling and help to the adults in the child's life. Developing a clear statement of purpose, better communication with staff and community, and more help to teachers to facilitate work with the child in the classroom were suggestions made by the subjects for improvement of present programs. Early planning and orientation were also recommended.

Foster (1967) asked five groups (teachers, principals, elementary counselors, counselor educators and secondary counselors) to react to 143 paired statements in seven categories (counseling, consulting, guidance, social work, psychologist, psychometrist and administration). He found all groups agreed that counseling should be first. Teachers and counselor educators placed consulting with parents second. All except teachers placed guidance as third in importance. Diagnostic activities were placed fourth.

Another Georgia study was conducted by Muro (1967) in which 151 principals and 414 elementary teachers were asked to respond to the author's questionnaire based on functions described in the literature (going back as far as 1950). There were 75 per cent who answered and the writer concluded from their statements that between 70-98 per cent felt the services should be valuable. The responses focused on four areas of service: guidance, remedial activity, general education and research.

Prospective elementary counselors (EC) and counselor educators (CE) from 36 institutions in 18 states responded to a 95 item questionnaire sent by Nitzschke and Soroban (1967). Eleven categories were used to classify the items. There were items (18) on which the prospective counselors differed from the counselor educators. For example, CE said test scoring was not counselor responsibility, EC said teacher first and counselor second. Interpreting achievement and aptitude scores to parents is a job for the counselor according to CE, however, EC said it belongs to teacher and principal. Counseling teachers was no job for counselor according to CE but EC said yes with some designating the principal. Curriculum change is for the principal said EC but CE disagreed, it is the counselors' job, too. Screening for special classes was a task recommended by CE for counselors or psychologists but EC said it was job for them.

Boney and Glofka (1967) in a similar study compared counselor educators' (14) perception of counselor role to a sample of teachers' perceptions (44) on a 60 item questionnaire. Half of the items dealt wtih counseling and consulting role and the other half were concerned with clinical and diagnostic role. Counselor educators were from University of Illinois, and teachers were in two centers demonstrating elementary guidance. Five of the top eight functions for counselors, according to teachers, concerned testing but none of these appeared in the top five functions of the counselor educator list. Conferences with teachers on problems of motivation was fifth in the list of CE and sixth on teachers' list. Typically teachers favored the clinical and diagnostic role while CE favored the counseling and consulting role for elementary counselors.

Twenty-one elementary counselors' time was sampled over twenty days and logged on a standard form in a study by Wood, Akridge and Findley (1968) in Georgia. All but two counselors were female with twelve serving one school situation. The smallest time log permitted was fifteen minutes. Twenty-two per cent of time was spent in direct contact with pupils, 19 per cent in consultation, 15 per cent in coordination, 16 per cent program management, 7 per cent professional growth, 7 per cent testing, non-guidance 14 per cent and 8 per cent reporting and clerical tasks. The non-guidance time of 14 per cent appears to be a substantial amount of total counselor time.

Farrell (1968) in a study of 33 NDEA demonstration projects in New York investigated the role expectation of counselors by teachers, principals and elementary counselors. There were 63 items classed into five categories and used in a standard interview technique. There was high agreement on 15 items, the counselors agreed on 29 items, the principals on 28 and teachers on 15. Counselors and principals were more in agreement than the teachers. It was agreed that counseling is the main counselor role. Personality and effectiveness in interpersonal relations were cited by all three groups. Major reasons of role disparity among the groups cited were lack of role precedent and large gaps in understanding of the role of elementary school counselor.

Muro and Merritt (1968) conducted a study to verify the findings of McDougal and Reitan. They added a teacher guidance opinion section. They were interested in seeing how close teachers agreed with principals about guidance. Both teachers and principals indicated 19 services that would be extremely helpful (work with exceptional children, counseling, organize testing program and developing, implementing and coordinating program); 28 services designated as helpful by both groups (consulting and coordinating); on 17 services the two groups differed (providing educational and vocational information—

teachers said "little value" and principals said "helpful"; school orientation, student evaluation, research, child, study-principals, "extremely helpful" teachers, "helpful"; work with handicapped, referral consultant on discipline problems—teachers, "extremely helpful," principals, "helpful.") In general, results supported the previous study; however, remedial work, student activities and research were considered less important by administration in the McDougal and Reitan (1963) study. The authors questioned that one person could fulfill all expectations, and they suggested a team approach.

A descriptive study of counselor professional background, work experience and personal qualifications was conducted by Mendelson (1967). Principals and elementary counselors reacted to the Standards for Secondary Counselors and found them applicable for elementary school counselor preparation. He found counselors spending most of their time counseling children, consulting with parents and teachers and being involved with individual testing. Job satisfaction and dissatisfaction revolved around the issue of whether or not counselors were accepted as skilled professionals and were praised for their work.

Brown (1968) investigated the factors perceived by elementary counselors as facilitating or deterring them in performance of their perceived professional functions. Using Whyte's theoretical model she conducted open-ended, semi-structured interviews with 34 elementary counselors from a large metropolitan school. It was found that principals may not have integrated guidance within the school organizations. In the absence of administration planning certain guidance activities were not performed. There was a question whether or not inadequate facilities were inhibiting full performance of role. A question was raised that the absence of a mandated policy concerning activities to be performed may have delayed counselors from acquiring additional training. Counselors reported need for knowledge and skill in organization and administration of guidance, group work, family dynamics, disadvantaged children and human relations including community relations. Suggestions from outside sources for elementary guidance had little impact on functions.

Smith and Eckerson (1966) of the U. S. Office of Education conducted a national study of elementary principals (5% sample) and their pupil personnel services. Unfortunately all pupil workers were treated the same and the data did not differentiate counselors from psychologists and social workers. Therefore most of the child development consultants' time was spent with children with problems instead of a program to help all children.

A study of teacher evaluations of counselor consultation was conducted by Splete (1968) in 17 Michigan NDEA pilot projects. Teachers reported counselors as more effective in helping them understand their pupils than in the area of helping them understand themselves. Another significant finding was that counselors viewed this facet of their function in the same way as teachers.

Bender (1970) in an effort to resolve the issue over teacher attitude toward the amount of counselor effort which should be devoted to counseling, consulting or developmental guidance had counselors demonstrate the developmental aspects of their role to teachers. Orientation meetings were also held. Bender expressed concern that teachers were not sufficiently aware of the developmental function to make an honest evaluation of the various counselor functions. A counselor intern over a ten week period consulted with teachers concerning classroom problems and learning climates in the classroom and conducted developmental guidance units in the classroom. Individual counseling was available but not stressed. The consulting role and developmental guidance activities were well received, 81 per cent and 62 per cent respectively. However, teachers still preferred individual and group counseling above developmental guidance activities although differences were slight in some cases.

Summary

Formalized elementary school guidance is a relatively new phenomenon on the educational scene, a movement gaining professional status as recent as the sixties. In the last five years the number and local support of elementary school counselors has increased considerably. Major elementary school guidance writers conceive it as a process of providing assistance to pupils, teachers and parents in order that all children might develop to their fullest potential. In building theoretical concepts a few writers give comprehensive consideration to developmental psychology and balanced treatment to all significant individuals (parents, teachers, social workers, school psychologists and the like) who influence the growth and development of children.

The state studies to date for the most part have been descriptive in nature, finding out about counselor characteristics and how estimated counselor time is distributed over a set of functions. Most doctoral studies have been on perception of counselor role by teachers, counselors, principals and counselor educators.

Of all the studies on counselor use of time, all but two (Byrne, 1968; Wood *et al.*, 1968) were based upon counselor estimates of how they spend their time or number and type of contact (Kaczkonski, n.d.). Little effort has been directed toward relating the use of time across functions to proposed models or expected outcomes. A limitation of the Wood *et al.* (1968) study is that the smallest time possible to log on the form used by counselors in the study was fifteen minutes. A number of studies have investigated the impact of guidance activities upon children. More recently attention has turned toward demonstrating the effectiveness of behavioral counseling, client-centered counseling and the use of the counselor in a consultative role with teachers and parents, especially in the area of behavior modification. Studying the effectiveness of classroom group guidance is another recent interest of researchers and one which seems to be increasing.

Teachers do not understand fully the nature of guidance and the role of the counselor; counselor educators often view guidance different from elementary counselors; elementary counselors seem divided on certain issues; principals seem not to integrate guidance fully into the school; and the impact of guidance and counselor function on students and others shows considerable promise; all of these factors should provide direction for further professional activity. All are part of an awkward beginning as with any social invention.

In reflecting on the review of previous studies the relevance of the conclusions from another study seems apparent: Allan's (1968) comprehensive historical research of the movements and forces related to the initiation, development and expansion of elementary school guidance programs. Some of her conclusions include the following: (1) need for writers to become personally involved with elementary school guidance at the local level; (2) need for practitioners to give attention to goals; what they want to accomplish with guidance programs; (3) need to publicize the program to administration, staff, parents and the community; (4) need for administration to be concerned that elementary guidance services be provided for all pupils in order for expansion to take place; (5) more local funding involved in support of programs the more likely the program will continue; and (6) need for evaluative data and research which substantiates the effectiveness of the programs produced by more counselors.

These conclusions point out directions which future efforts in elementary guidance should take if effective services to pupils, teachers and parents are to be provided.

Chapter 3

Design of the Study

Elementary school guidance is a relatively recent development in education as mentioned before. The roles and functions of the guidance worker are still undergoing scrutiny, modification, and development. Nevertheless, elementary school counselors are being trained and hired in hopes they will fulfill needs that currently exist in our elementary schools.

The study proposed was therefore designed in hopes of acquiring needed information at several levels:

- model implementation aspects
- model effectiveness aspects
- interrelationships among guidance outcome variables and role and model aspects

Sources of Data

All the information used in this study was obtained from the 17 schools which were part of the Minnesota NDEA and Title I of ESEA elementary guidance demonstration projects. All such information is currently on file in the Pupil Personnel Section of the Minnesota Department of Education. The data were gathered during the 1967-68 and the 1968-69 school years. Specially trained, experienced field workers gathered the bulk of the data.

For the function-log a 20 per cent sample of the counselors' school days were drawn for the first year study and a 15 per cent sample the second year.

All teachers and principals completed the Who Knows You in Relation to Your Work, and Guidance Functions questionnaires plus the Perception of Counselor questionnaire. Teachers also completed the Achievement Rating Scale. Second grade pupils completed the Social Distance Inventory and Locus of Control Scale while fifth graders completed the Locus of Control, Perception of Counselor, Academic Self-Concept, the Real and Ideal Self-Concept and Test Anxiety scales. Parents completed only the Guidance Attitude Scale. All instruments may be found in Appendix C.

Research Population

The Counselors

The data used were all collected from eleven elementary counselors who participated in Minnesota NDEA demonstration projects and three who participated in projects funded under Title I of ESEA.

The demonstration projects were designed to stress the developmental needs of all children who were in most instances in a single building. All counselors except one served on a full-time basis. One was a principal-counselor on an Indian Reservation serving 156 pupils. All except five served a single building. Three served two buildings, but two of these counselors spent 80 per cent or more time in one building. Another counselor served three buildings and one served eight with 60 per cent of his time in one building. In general, the schools were in middle to lower-middle class neighborhoods.

All counselors held a master's degree; ten in guidance and four in elementary education but this latter group was taking additional preparation in elementary school guidance. Six of the ten graduated from developmentally oriented NDEA Institutes. All were former elementary teachers having three or more years experience. Eleven were male and three were female. All counselors attended the two meetings where the evaluation procedures were described and directions clarified.

The Teachers and Principals

There were 363 teachers in the 17 schools served by the fourteen elementary school counselors the first year and 378 teachers the second year. It should be noted that not only did the number of teachers increase the second year, but also because teachers frequently change school buildings or leave the system, many of the second year teachers were not a part of the original group of teachers. Therefore because of this change, the statistical analysis was modified to take this into account. In turn there were a total of 14 principals involved in the study. As previously mentioned one principal also served as the counselor for his school.

The Pupils

A random sample of 30 second and 30 fifth graders were drawn from each elementary school; however, not all schools were large enough to provide 30 pupils. The procedure then was to sample half the pupils available. A total of 463 second and 464 fifth graders were selected for a total sample of 927 children.

The Parents

The parents of the children in the sample were included in the study. A total of 916 parents for both the second and fifth graders were obtained. Since some parents had two children in the sample, the number of parents did not equal the number of students. The procedure was to send only one questionnaire to each home.

Instrumentation

Model Implementation

There is much concern about the roles and functions an elementary school counselor is to fulfill. The intent was to assess how students, teachers, administrators, parents, and counselors perceived the appropriateness, the attainment, and the helpfulness of given roles and functions. Moreover it was also important to determine the differential impact of a remedial, developmental or a combination remedial-developmental approach. The Elementary School Guidance Worker's Function-Log (Miller, 1971) was the instrument used to determine counselor time and effort. In addition a Guidance Function Questionnaire was developed to determine the appropriateness, the attainment and the helpfulness of counselor roles and functions.

Elementary School Guidance Worker's Function-Log. This instrument, constructed by the researcher for this study, is a method for coding and recording relevant information concerning the function performed by the counselor. It includes the following kinds of function data: school code, counselor code, pupil code, time spent on function, sex of pupil(s), function initiator, location, form of communication, purpose of function, concern of function, individuals present, planning or executing, type of function, content of function, referral, testing, recording, data analysis, planning schedule, studying references, professional activities and clerical tasks (Appendix B). Some items were adopted from a similar instrument used by the IRCOPPS study by Byrne (1968). Some were taken from the literature and some derived from the model espoused by the Pupil Personnel Section of the Minnesota Department of Education. This instrument is therefore judged to have content validity.

The function-log was field tested for three days by six counselors in the spring of 1967. The instrument was revised and printed on an IBM form 551, a mark sense sheet in order that punch cards could be punched directly from the log sheets by an IBM 1232 Scanner. The revised form was tested in the fall with all counselors. To control for coding consistency, counselors made marginal notes on functions performed which were checked against coding on the log.

Workers were provided with a set of directions and schedule of days to be logged (Appendix B) along with a supply of blank log sheets and mailing envelopes. A record was kept in the state office and workers were notified by phone if log sheets were not on time. In cases of emergency (e.g., illness) workers were instructed to select the next day of school.

Each set of log sheets was reviewed in the state office by the project director and if the information did not make sense or data were missing the worker was called by phone to clarify the information. A total of 8,149 (3,130 the first year and 5,019 the second year) counselor functions were analyzed based on a 20 per cent of counselor working days the first year and 15 per cent the second year. It should be pointed out that while much of the data reported in Chapter IV refers to a counselor N of 14 the number of observations per counselor is really based on quite a large sample (this is also true of many outcome variables which were computed as weighed scores or mean school scores rather than a total of individual scores).

Information regarding counselor function is classified into four areas on the log-sheet; identifying information; function purpose, concern and contact; type of counseling, coordination or consultation function performed and other functions. Ninety-two different function combinations can be recorded on the log sheet.

Some of the 92 functions possible for the elementary counselor to record on the log sheet were performed infrequently (Appendix D). Many of the functions contain duplicating information needed to answer the proposed questions. Therefore to make the number of functions more manageable in the analysis and relevant for the study, infrequently used items were dropped and closely related functions combined.

The following functions and/or combinations of functions were selected for the study.

Function Elements Upon Which Time Was Spent

Purpose of Function

J-1 Facilitate Development

J-2 Remediate a Problem

J-3 Facilitate Development and Remediate a Problem

Type of Functions Combined

Counseling

- N-1 Individual Counseling
- N-2 Group Counseling

Developmental Guidance and Orientation

- N-3 Developmental Guidance Units
- N-4 Orientation Activities

Consulting

- N-5 Conference with Teacher, Parents and Principal
- N-6 In-service Activities

Placement and Testing

- N-7 Placement
- N-8 Testing

Model Effectiveness

In this study an attempt was made to assess outcomes in reference to teachers, administrators, parents, lower elementary children and upper elementary children.

In view of given roles and functions it is important to determine not only to what degree they are attained but also whether or not such roles and functions correlate significantly to some of the aims of guidance.

Teachers, Principals, and Parents

Outcomes expected were premised on the notion that an effective counselor would be seen by teachers and principals as warm, friendly and understanding. The Barrett-Lennard scale (1962) measuring interpersonal relationship aspects in a modified form was used to evaluate this outcome. Another related aspect considered is that an effective guidance worker, because of his role as a consultant, would enhance an attitude of openness by teachers and principals as contrasted to defensiveness and especially an increased willingness by the school staff to confide in the counselor. In this instance it was felt a scale like the Jourard-Lasakow Self Disclosure Scale (1958) would serve the purpose.

The assumption here is that unless the counselor is able to develop a warm, friendly, understanding interpersonal relationship with the school staff, the counselor would not be able to consult effectively with the staff. Moreover a good interpersonal relationship is essential for the development of staff openness and non-defensiveness. Finally both these aspects (effective interpersonal relationship and openness) are directly relevant to the developmental model which necessitates counselor enter into teacher classrooms in order that the counselor may have access to all students and to foster and develop the affective domain within the school environment. The assumption was made that unless the guidance counselor is able to effect positive interpersonal relationships and openness among the school staff and parents he (she) would not be able to influence a consistent attempt by school staff and parents to achieve the affective goals of education. The theory being that the guidance counselor is a key advocate of the affective domain, and that, if a balance between the affective and cognitive aspects can be achieved, learning will become more relevant and palatable to our youth and focussed on the developmental concerns of children.

Perception of Counselor Questionnaire. This is a 29 item instrument taken from the Barrett-Lennard scale (1962). The Barrett-Lennard monograph reports that each of the subscales are reliable, that therapists judged to be effective obtain high-scores, and that high scores are predictive of change in therapy. Moreover, high scores indicate a counselor is perceived by his clients as warm, accepting, understanding, with unconditional positive regard for the client (Appendix C).

The Perception of Counselor Questionnaire was first used with a high school guidance research project (Tamminen and Miller, 1968, p. 89) and was a major loading (.61) on the Good Counselor Image Input Factor along with field workers counselor rating scale (.67), both significant at .01 level. The factor also had considerable loading from "proportion of counseling time spent in working with personal problems" and "depth of reasons for seeing counselor," indicating that a counselor who engages in deeper level counseling will also be more favorably perceived in terms of these two instruments. The average counselor score on this questionnaire correlated significantly (at .01 level) with fourteen outcome variables, the highest being .66 with a counselor helpfulness scale. The Good Counselor Image Factor correlated .59 (significant at .05 level) with the factored outcome variable General Satisfaction with Guidance. On the basis of the evidence the Perception of Counselor Questionnaire is judged to have construct validity.

The model espoused by the Minnesota Department of Education (Miller, 1966, Gum, 1969) stresses the importance of the elementary school counselor in a consultant role to the teacher which demands the same counselor characteristics essential in counseling.

The instrument was administered a second time after the initial testing in five elementary schools to obtain a measure of reliability with teachers. The test-retest procedure with 47 teachers indicated a .86 correlation and on the basis of this evidence the instrument is judged reliable with teachers. A test-retest over the summer with 135 children resulted in a correlation of only .46.

Who Knows You in Relation to Your Work. The original plan was to use the Jourard-Lasakow Self Disclosure Scale (Jourard-Lasakow, 1958). The authors reported a split-half reliability of .80 to .99 In addition, the authors indicated that authentic disclosure to another person within an appropriate setting was related to a healthy personality. Likewise the authors presented data which provided validity support to their contention about openness and self disclosure. The authors report that nurses who scored high on disclosure were also given higher ratings on their ability to relate to patients. There was also a significant relationship between self-disclosure and NDEA ratings and grades in that high disclosure was related to higher counselor educator ratings and grades in practicum.

In the initial testing teachers questioned the items of the Jourard-Lasakow Scale as an invasion of their privacy. Therefore after due consideration and in view of poor returns and teacher hostility, it was decided to revise the items of the scale to more appropriately relate to a school setting. In the best judgment of the three authors the essence of the intent of the scale was retained even though items were modified to fit the school setting. A reliability check using 30 elementary school teachers in a test-retest situation resulted in a product moment coefficient of .61. In another check a product-moment correlation of .57 was obtained in a test-retest involving 19 elementary teachers. Teacher hostility with the Jourard-Lasakow instrument and the moderate test re-test reliability of the revised instrument may be a function of traditional societal attitude toward revealing oneself to others. Perhaps this is a form of defensiveness which effects pupil-teacher relationships.

Guidance Function Questionnaire. This questionnaire was developed in reference to the guidance functions of a developmental model as espoused by Miller (1966) and Gum (1969). The functions were to be assessed from three levels: appropriateness of the function, achievement of the function, and helpfulness of the function. A check for reliability of the instrument resulted in the following correlations: r=.40 for appropriateness, r=.70 for achievement and r=.71 for helpfulness. In this instance a sample of 42 elementary teachers were used. Perhaps the low correlation of .40 for appropriateness may be attributed to a lack of certainty on the part of teachers as to the functions that should be a part of a relatively new guidance functionary. (See Appendix C).

Parent Guidance Attitude Scale. A guidance attitude scale (Barker, 1966) was administered to the parents of the children in the sample studied. It was premised on the notion that if a guidance counselor is effective parents will reveal positive attitudes toward the guidance program. This would also be consistent with the developmental viewpoint which emphasizes working with the parent who is a significant other of the child.

The Guidance Attitude Scale developed by Barker (1966) was selected because it is easily self-administered and requires about ten minutes to complete. It was felt such a simplified instrument would assure greater likelihood of completion and return by parents. In addition the instrument was reported to have a fairly good reliability and stability. The author reported a Pearson product-moment coefficient of correlation between the two forms (A and B) of .71 and a correlation between two groups of judges of .98.

Lower Elementary School Guidance Outcomes

Lower elementary school outcomes posed a far more difficult task in view of the possible variation in reading levels and ability to follow instructions. Nevertheless this is a very important point in the elementary school life of a child. Therefore three areas were singled out as possibly fruitful domains worthy of study.

- the interpersonal relations of the child
- the child's perception of his control and influence over his environment
- the child's achievement

Instruments used were a sociogram (Sears 1963) to assess peer relations, the Bialer-Cromwell Locus of Control Scale (Bialer 1961) to determine to what degree a young child felt he was able to influence or control his school environment and an achievement rating scale to assess changes in levels of achievement.

Upper Elementary Grades

The outcomes measured at these grade levels were premised on the understanding that during these grades there was a heavy shift in emphasis in the school on academics with possible result-ing negative findings such as increased anxiety in the learning situation, lower self and academic self-concepts, poor achievement and a feeling of helplessness in a controlling learning environment. It was assumed that if the guidance program and the counselor are effective within a school then the above aspects should be greatly minimized and the counselor viewed by students as a warm, friendly, and helpful person.

It should be indicated that all instruments were field tested first in a lower socio-economic school with many disadvantaged students to ascertain the appropriate time needed to administer the instruments as well as to make certain that all items were worded such as to not create a reading problem. This extra precaution was deemed necessary because we could not predict the type and level of ability of students in the various demonstration schools and especially because second graders were involved in the study.

Self-Concept Inventory. This study sought to measure the real and ideal self-concepts of fifth grade children through the use of the Sears (1963) Self-Concept Inventory (SCI). This scale was devised by Sears for her research with fifth and sixth graders and consists of 10 scales each made up of ten items to cover such aspects as physical ability, mental ability, social relations with same sex, social relations with opposite sex, attractive appearance, social relations with teacher, work habits, social virtues, happy qualities, and school subjects. Sears reports, "The stability coefficients (over an eight-month period) found in this study were high (.67, .48, .52) with the exception of that for the average group of boys (.29). A split-half for one administration, was .95. Clearly, stability is lower than internal consistency." Sears (1963) questions if one can properly speak of the validity of self-concept in terms of "accuracy" of perception, and she reports various correlations between self-concept and such aspects as mental ability, teachers ratings, peer ratings, etc. However self-concept in Sears' study is differentially related to these aspects depending on whether or not one is tested as having superior or average mental ability and whether one is a boy or a girl.

Finally the Sears' inventory was considered to be relatively lengthy (100 items). Since the split-half reliability was so high it was considered feasible to shorten the instrument to only 50 items. Interestingly, Sears herself in later studies shortened her SCI to only 48 items. Likewise although the SCI did have items in 10 areas Sears (1963) in a factor analysis reported that "The principal axis solution of this factor analysis provided one and only one strong factor." (p. 52)

The SCI was administered on the notion that the development of a positive self-concept in children is an appropriate aim for elementary school guidance. Thus there is an assumption that with the initiation of an elementary school guidance counselor with a developmental guidance viewpoint and a focus on the affective domain, children's self-concepts will change in a positive direction.

Social Distance Scale. In order to measure social status the Sears (1963) Social Distance Inventory (SDI) was used with the second grade sample of students. The instrument which was originally devised by Cunningham (1951) and revised by Sears (1963) is a form of sociometric device, but it has, as Sears' reports, ". . . the advantage over the customary three sociometric choices, of producing scores for every child in the room."

The SDI was slightly modified in that the fourth rating category was changed from "I would rather not have anything to do with him" to "I would rather not do things with him" (See Appendix C).

Using the Spearman-Brown formula, Sears reports reliability figures of .95 and .90 and stability correlations from fall to spring of .55 and .77. In a test re-test reliability check conducted for this study on 247 second graders resulted in a .84 correlation.

Sociometric status as measured appears to be related to classroom aspects. Sears reported that: "— correlates of popularity, or liking by classmates, in this sample of children, are industrious classroom work, good scores on achievement test, friendly attitudes toward other children, and favorable perceptions by teachers and peers on a number of characteristics. However, the group of boys who are below the mean in mental ability show few predictors of popularity. For them the way to achieving liking by classmates seems independent of the determinants tested here." (p. 126). In addition Sears reports interesting differences in sex role expectations as related to social status. She states "— high scores on liking other children of the same sex carry different connotations for boys and girls. For girls, liking *for* other girls appears in association with good achievement and work orientation. For boys, high scores on liking *for* other boys represent a rejection of work in favor of playboy characteristics." (p. 123).

In part Sears' study supports other studies that indicate sociometric status of a child is related to his academic abilities (Schmuck, 1962) or to the child's positive or negative functioning in the classroom group (Lippitt and Gold, 1959).

Locus of Control Scale. The Bialer-Cromwell Locus of Control Scale was used to assess to what degree a child has a sense of control over people and events in his environment. In other words, does he feel he can influence the outcome of events by his actions (internal control) or does he feel he is manipulated by others or by fate and other external forces beyond his control (external control).

The reliability of this scale as reported by Miller (1960) was .87 (odd-even reliability coefficient). The total test reliability was .94. Bialer (1961) reported that although locus of control was related to increasing age it was more highly related to mental age r=.37. Bialer also reported a positive relationship between locus of control and children's ability to delay gratification r=.47. Cromwell (1963) reported that the external locus of control group in moving from failure to success experiences had "an impeded reaction to failure" whereas this was not so for the internal locus of control group. Thus the Locus of Control Scale was administered to second and fifth graders to determine whether in a school a guidance program and counselor do in fact effect positive changes in the school environment so that children do gain a measurable amount of influence over their learning environment.

Perception of Counselor Scale. The Perception of Counselor Scale as developed by Barrett-Lennard (1962) and revised by Tamminen and Miller (1968) was also used to determine how fifth grade pupils perceive the counselor within their school. The assumption is that an effective counselor must be perceived as helpful. (The reliability and validity of this instrument was discussed previously).

Test Anxiety Scale for Children (TASC). The school is often viewed as an environment which is laden with potential anxiety experiences and that anxiety may create discrepancies between potential and performance (Sarason et al, 1960). Anxiety may be because of fears concerning failure, testing concerns, parental and/or teacher expectations, fears of doing poorly in front of one's peers etc. Whatever the reasons it seems psychologically desirable that anxiety be lessened or minimized in order to create a more pleasant learning atmosphere. The assumption here is that as the guidance counselor gains access to the classroom he will conduct developmental guidance experiences and consult with the teacher in order to deal with such anxiety aspects as may exist. This it seems would be an appropriate aim for guidance.

Interestingly Sarason and his colleagues (Sarason et al, 1960) make no reference to reliability coefficients, rather they provide various validity coefficients, which normally are more difficult to determine. In their book, the authors report correlations ranging from .47 to .69 among boys and girls in grades 1 to 6 between the TASC and GASC (General Anxiety Scale for Children). As predicted they found negative correlations between the TASC and IQ tests of the Davis-Eells Games and Otis Alpha and Beta. Also the correlation was less with the Davis-Eells —.14 than with the Otis —.28 and —.24 as they expected. The differences as would be expected between the two types of IQ tests were significant. Moreover the authors report teacher ratings correlate significantly with TASC although correlations were low ranging from .10 to .34. In addition TASC correlated negatively with various IQ and achievement tests although not all correlations were significant. Thus the authors concluded, "— the anxiety scales, particularly the TASC, have an encouraging degree of validity." (p. 158). It should be added that in this present study a test-retest using 133 fifth graders provided a product-moment coefficient of .65.

Achievement Rating Scale. Regardless how one may feel about schools and grades, scholastic achievement is still a prized goal. Moreover as previously mentioned a teacher's perception of a student's ability is related to his academic self-concept. Likewise teachers ability to rate students achievement has been fairly well documented. Thus Sears (1963) commented, "— when called upon to identify those who possess the characteristics of successful performance, they do so at a very significant level. High correlations between achievement scores and teacher ratings are particularly noticeable in the ratings of academic type characteristics: work habits, intrinsic interest, creativity, mental ability." (p. 159). Therefore in this study a form was developed so that teachers could indicate the achievement level of the pupils. In a test-retest situation a product-moment correlation of .92 was obtained from teacher ratings on 136 children.

Self-Concept of Ability. Recent studies seem to indicate that a student's self-concept of his ability is significantly related to school achievement. Thus Green and Farquhar (1969) found that self-concept of ability correlated slightly higher with high school grades than did the verbal portion of the School and College Ability Test. Brookover and his colleagues (1962) found that a student's academic self-concept affected his achievement apart from his measured ability. In addition they found that a student's academic self-concept was significantly related to how he perceived significant others felt about him as a student. Likewise Rosenberg (1965) found that high school achievement was positively related to self-esteem in eleventh and twelfth graders.

Since an important aim of guidance is to enhance school achievement then the evidence on self-concept of ability indicates such a measure may well be useful.

The instrument used was that developed by Brookover and his colleagues (1962). Reliabilities reported were .82 for males and .77 for females. The authors also reported that correlations between predicted and actual GPA were .70 for females and .71 for males.

The instrument as originally constructed contained eight items that refer to academic self-concept and seven items concerning the importance of academic success. Since some of the items were very specifically geared to high school students these items were removed. Thus the instrument used was shortened, and this may have some effect on lessening reliability. A test-retest using 133 fifth grade students provided a product-moment correlation of .57.

Statistical Procedures

Analysis of variance (F test) was used to determine if the differences in time spent by counselors on developmental, remedial or a combination of developmental and remedial functions were statistically significant. The F test was also applied to determine if differences in time among the combined type of counselor functions were significant. If significance was found, the Scheffé test was used to identify the locations of significance.

The correlated t test was used to determine if differences between counselor function-time the first year and second year was significantly different. The t test (correlated and uncorrelated) was also used to determine if guidance outcome variables were significantly different between the first year and the second year.

Multiple stepwise backward regression procedures were used to identify what combinations of functions contribute the most toward the various guidance outcome variables.

In addition, the interrelationships among the various pupil-staff-parent variables were determined through product-moment correlations.

Research Questions

The present study was concerned with answering the following questions:

Model Implementation Questions

Function Log

1. In all activities will the counselors spend more time on developmental function, remedial functions, or a

combination of developmental and remedial functions?

2. Will counselors spend more time on consulting functions, individual and group counseling, developmental group guidance activities, or placement and testing functions?
3. In contacts with pupils will counselors spend more time on functions with a developmental emphasis, a remedial emphasis or a combination of developmental and remedial?

Model Effectiveness Questions

Perception of Counselor

5. What is the relationship between how teachers perceive the counselor on helpfulness qualities and how the counselor spends his time on the *purposes* of functions, the *types* of functions performed, and the counselor *effort* variables?
6. Is there a difference between the teachers' perception of counselor helpfulness the first year and the second year?
7. What is the relationship between pupil's perception of counselor helpfulness and how the counselor spends his time on the purposes of functions, the types of functions performed, and the counselor effort variables?
8. Is there a difference between pupils' perception of counselor helpfulness the first and the second year?

Sociometric Status

9. What is the relationship between pupils' social status and how the counselor spends his time on the purposes of functions, the types of functions performed, and the counselor effort variables?
10. Is there a difference between pupils social status the first year and the second year?
11. Is there a difference between the low social status of pupils who received group counseling the first year and the second year?

Academic Self-Concept

12. What is the relationship between pupils' academic self-concept and how the counselor spends his time

on the purposes of functions, the types of functions performed, and the counselor effort variables?

13. Is there a difference between pupils' academic self-concept the first year and the second year?

Locus of Control

14. What is the relationship between pupils' locus of control and how the counselor spends his time on the purposes of functions, the types of functions performed, and the counselor effort variables?
15. Is there a difference between pupils' locus of control the first year and the second year?

Real Self-Concept

16. What is the relationship between real self-concept and how the counselor spends his time on the purposes of functions, the types of functions performed, and the counselor effort variables?
17. Is there a difference between pupils' real self-concept the first year and the second year?

Ideal Self-Concept

18. What is the relationship between pupils' ideal self-concept and how the counselor spends his time on the purposes of functions, the types of functions performed, and the counselor effort variables?
19. Is there a difference between pupils' ideal self-concept the first year and the second year?

Discrepancy Scores

Is there a difference between pupil's real and ideal self-concept the first year and the second year?

20. What is the relationship between discrepancy scores and how the counselor spends his time on the purposes of functions, the types of functions performed, and the counselor effort variables?

Test Anxiety

21. What is the relationship between test anxiety of pupils and how the counselor spends his time on the purposes of functions, the types of functions performed, and the counselor effort variables?
22. Is there a difference between pupils' test anxiety the first year and the second year?

23. Is there a difference between pupils' test anxiety lie score the first year and the second year?

Achievement Rating

24. What is the relationship between pupils' achievement rating and purpose of functions, the types of functions performed, and the counselor effort variables?
25. Is there a difference between pupils' achievement rating the first year and the second year?

Staff Perceptions of Guidance Functions

26. What is the relationship between staff perception of the appropriateness of guidance functions and how the counselor spends his time on the purposes of functions, the types of functions performed, and the counselor effort variables?
27. What is the relationship between staff perception of the achievement of guidance functions and how the counselor spends his time on the purposes of functions, the types of functions performed, and the counselor effort variables?
28. What is the relationship between staff perception of the helpfulness of guidance functions and how the counselor spends his time on the purposes of functions, the types of functions performed, and the counselor effort variables?
29. Is there a difference between teachers' perception of guidance functions the first year and the second year?

Staff Openness

30. What is the relationship between staff openness to the counselor and how he spends his time on the purposes of functions, the types of functions performed, and the counselor effort variables?
31. Is there a difference between staff openness to the counselor the first year and the second year?
32. What is the relationship between staff openness to others and how the counselor spends his time on the purposes of functions, the types of functions performed, and the counselor effort variables?
33. Is there a difference between staff openness to others the first year and the second year?

Parent Guidance Attitude

34. What is the relationship between the guidance attitude of parents and how the counselor spends his time on the purposes of functions, the types of functions performed, and the counselor effort variables?

35. Is there a difference between parents' guidance attitude the first year and the second year?

Pupil-Staff-Parent Interrelationships

36. Is there a difference between teachers' and principals' perception of counselor helpfulness?

37. What is the relationship among staff regarding perception of counselor helpfulness, staff openness to the counselor, and staff perception of guidance variables?

38. What is the relationship between teachers' openness to the counselor and teachers' perception of the guidance functions on appropriateness, achievement, and helpfulness?

39. What is the relationship among personal-social-academic characteristics of children and the guidance attitude of parents?

40. What is the relationship among the following pupil, teacher, and parent variables: pupils' academic self-concept, pupils' real self-concept, pupils' ideal self-concept, pupils' test anxiety, pupils' locus of control, parents' guidance attitude, and teachers' perception of guidance functions?

41. What is the relationship among the following pupil, teacher, and parent variables: pupils' locus of control, pupils' academic self-concept, pupils' discrepancy between real and ideal self-concept, pupils' test anxiety, teachers' perception of counselor helpfulness and parents' attitude toward guidance?

Chapter 4

Analysis of Data

The analysis and results of this study are presented in the order of the research questions asked in Chapter 3. The research questions are reviewed and then transformed into null hypotheses. A summary of the results follows the presentation of the data concerning each hypothesis.

The hypothesis concerning the differences in counselor time spent in the school for various *purposes*, that is, facilitation, remediation or a combination of both facilitation and remediation was tested by comparing mean times spent for these three purposes. For this hypothesis the analysis of variance was used. The Scheffé test was used to identify the locations of any significance.

The hypothesis concerning the *type* of functions performed, that is, counseling, consulting, developmental guidance units or placement and testing was tested by examining the differences in time spent by counselors across these *types* of functions. For this hypothesis the analysis of variance was used, and where significance was found, the Scheffé test was used to identify the location of these differences.

The hypothesis concerning how the counselor spent his time directly with pupils was tested by comparing time spent for the three major function purposes: facilitation, remediation or a combination of both. For this comparison the analysis of variance was used, and if significance was found the Scheffé test was applied to identify the locations of significance.

The t test for correlated groups was used to test the hypothesis concerning the differences between time spent on functions performed the first year and the second year. The hypothesis concerning the difference between hoped for guidance outcome variables the first year and the second year was tested by the t test.

The hypotheses concerning the relationship between the various hoped for guidance outcome variables and how the counselor spends his time on various functions were tested by the stepwise multiple backwards regression technique. In this procedure function variables were dropped one at a time, in order of least contribution of variance to the criterion until only the variable which contributed the most remained. For the multiple regression technique, significance was determined by use of analysis of variance. An F ratio of the variance attributed to the deviation from the regression tested whether the slope of the regression differed from zero. If the plane of best fit, based on the least squares criterion, was significant, variables were considered useful for purposes of prediction.

The hypotheses concerning the intercorrelations of the pupil-staff-parent variables were tested by the product-moment correlation to determine if the relationship was significant from zero. References to significant correlations in the study are positive when otherwise designated.

The .05 level was established as the criterion for significance for the tests of the null hypotheses. The .10 level was applied to the results of the Scheffé tests.

PART I MODEL IMPLEMENTATION

Analysis of Counselor Time Spent on Functions for Various Purposes

The first research question sought to determine whether the counselors spent more time serving developmental purposes, remedial purposes, or a combination of both.

Null Hypothesis 1. There is no significant difference among the amounts of counselor time spent in the guidance program for various *purposes:* facilitate pupil development, remediate a problem or a combination of facilitate development and remediate a problem.

To test the hypothesis, the 8,149 counselor functions were analyzed from the sampled days for the two years of the study by analysis of variance. The F test indicated significant differences for the first and second year were present among the three major function purposes which counselors served in the schools. Based upon these results the null hypothesis is rejected.

The results of the analysis of variance for counselor time spent on the three major counselor purposes are presented in Table 1 for First Year and Second Year.

Table 1

Analysis of Counselor Time Spent on Functions for Various *Purposes*

(N=14)

	Mean Time *(in minutes)*			
Year	Facilitate Development	Remediate a Problem	Facilitate and Remediate	F
First Year	1537.14	733.21	1575.36	4.38*
Second Year	2735.71	1148.57	2261.79	10.89**

*Significant at the .05 level.
**Significant at the .01 level.

The differences in counselor mean time spent for various purposes were located by means of the Scheffé method. The value of F required for significance at the .05 level, for 2 and 39 df is 3.24. The value of F′ required for significance at this level is 6.48. Because this method of comparison is more rigorous than other procedures Scheffé (1953) recommends that .10 level of significance may be used instead. The value of F′ required for .10 level of significance for 2 and 39 df is 2.45. The results of these comparisons of counselor time for various purposes are presented in Table 2.

Table 2

Scheffé Comparison of Counselor Time for Various Purposes

Functions Compared	Mean Time First Year	F	Mean Time Second Year	F
Facilitate Development	1537.14		2735.71	
and		6.26*		20.65***
Remediate a Problem	733.21		1148.57	
Facilitate and Remediate	1575.36		2261.79	
and		6.87**		10.16**
Remediate a Problem	733.21		1148.57	
Facilitate Development	1537.14		2735.71	
and		0.01		1.84
Facilitate and Remediate a Problem	1575.36		2261.79	

*Significant at the .10 level.
**Significant at the .05 level.
***Significant at the .001 level.

The Scheffé comparison in Table 2 reveals that four of the six comparisons were significant. The counselors typically spent more time for the purpose of facilitating development than remediating pupil problems. The differences were significant both years.

Guidance workers or counselors on the average spent more time both years in a combination of purposes, remediate a problem and facilitate development, than for the purpose of remediating problems alone. This was significant for both years.

In comparing the time spent by counselors for facilitating development purposes to combination purposes of remediation and facilitation no significant differences were found for either year.

Analysis of Counselor Time Spent on Selected Types of Functions

The second research question was aimed at determining whether more counselor time was spent in individual and group counseling, consulting and in-service activities, developmental guidance units and orientation activities, or placement and testing functions.

Null Hypothesis 2. There is no significant difference among the amount of counselor time spent on the four general *types* of counselor functions: individual and group counseling, developmental guidance units and orientation activities, consulting and in-service activities and placement and testing activities.

To test the hypothesis, the kind of functions performed over the two years were first analyzed by the analysis of variance to determine if any significant differences existed among them. The F test indicated significant differences existed among the types of functions performed for the First Year and Second Year and the null hypothesis is therefore rejected. The results of the analysis of variance for counselor time spent on the types of functions selected for study for the two years are presented in Table 3.

The differences in guidance worker mean time spent on various types of functions were located through the use of the Scheffé method. The values of F required for significance at the .05 level for 3 and 52 df is 2.78.

Table 3

Analysis of Counselor Time Spent on Various Types of Functions

	Mean Time (in minutes)				
Year	Individual and Group Counseling	Developmental Guidance Units and Orientation Activities	Consulting Conferences and In-service	Placement and Testing	F
First Year	1618.57	234.64	1347.86	330.00	28.58*
Second Year	2695.71	523.21	2849.29	443.57	43.83*

*Significant at the .01 level.

The value of F′ required for significance at this level is 8.34. As discussed earlier because this method of comparison is rigorous the .10 level of significance may be used. The value of F′ required for significance at this level is 2.20. The results of these comparisons of counselor time for various types of functions are presented in Table 4.

Table 4

Scheffé Comparison of Counselor Time Spent on Various Types of Functions

(N=14)

Type of Function Compared	Mean Time First Year	F	Mean Time Second Year	F
Individual and Group Counseling	1618.57	55.34*	2695.71	59.04*
and				
Developmental Guidance Units and Orientation Activities	234.64		523.21	
Individual and Group Counseling	1618.57	2.12	2695.71	0.30
and				
Consulting Conferences and In-Service	1347.86		2849.29	
Individual and Group Counseling	1618.57	47.98*	2695.71	63.45*
and				
Placement and Testing	330.00		443.57	
Developmental Guidance Units and Orientation Activities	234.64	35.81*	523.21	67.69*
and	1347.86		2849.29	
Consulting Conferences and In-Service				
Developmental Guidance Units and Orientation Activities	234.64	0.26	523.21	0.08
and				
Placement and Testing	330.00		443.57	
Consulting Conferences and In-service	1347.86	29.94*	2849.29	72.40*
and				
Placement and Testing	330.00		443.57	

*Significant at the .001 level.

The data in Table 4 indicate that counselors spent significantly more time in individual and group counseling than on developmental guidance units and orientation activities for both years studied.

For both years no significant difference was found between time spent by counselors in individual and group counseling and consulting conferences and in-service activities. Time spent in counseling functions was significantly greater than time spent in placement and testing activities by counselors during both years.

More time was spent both years by counselors in consulting conferences and in-service activities than in developmental guidance units and orientation activities. The difference was significant. There was no significant difference over the two years in time spent by counselors in placement and testing functions compared to developmental guidance units and orientation activities. For both years counselors spent more time consulting and conferencing combined with in-service activities over placement and testing functions. This was significant.

Analysis of Counselor Time Spent for Various Purposes with Pupils

The third research question aimed at determining if there were any differences between the amount of mean time spent by the guidance workers for various purposes in contacts with pupils. Functions were analyzed on the basis of whether or not a pupil or a group of children were present. In some instances a teacher, parent or other adult was present with the pupils when the function was performed.

Null Hypothesis 3. There is no significant difference between the amount of time spent by the counselor in his direct contacts with pupils for guidance *purposes:* facilitate development, remediate a problem, and facilitate development and remediate a problem in combination.

To test the hypothesis the analysis of variance was used to determine if significant differences were present in the mean time spent by counselors over the two years for the following purposes: facilitate pupil development; remediate a problem; and a combination of remediate a problem and facilitate development. The F test indicated significant differences did occur among the various purposes involving pupils directly for both years. Therefore null hypothesis 3 is rejected. The data for this analysis are presented in Table 5.

Table 5

Analysis of Counselor Time Spent for Various Purposes with Pupils

(N=14)

Year	Mean Time (in minutes) Facilitate Development	Remediate a Problem	Remediate a Problem and Facilitate Development	F
First Year	887.86	374.64	831.79	4.92*
Second Year	1721.79	580.36	1106.07	10.57**

*Significant at the .05 level.
**Significant at the .01 level.

The differences in counselor mean time spent with pupils directly for various purposes were located by means of the Scheffé method. The values of F required for significance at the .05 level for 2 and 39 df is 3.24. The values of F′ required for significance at this level is 6.48. The .10 level may be used since this is a more rigorous method than other procedures and the value of F′ required for this level of significance is 2.45. The results of these comparisons are presented in Table 6.

The difference between the amount of counselor time spent remediating a problem and facilitating development with pupils

Table 6

Scheffé Comparison of Counselor Time Spent for Various Purposes with Pupils

(N=14)

Functions Compared	Mean Time (in minutes) First Year	F	Mean Time (in minutes) Second Year	F
Facilitate Development	887.86	8.18**	1721.79	21.10***
and				
Remediate a Problem	374.64		580.36	
Facilitate Development	887.86	0.10	1721.79	6.13*
and				
Facilitate and Remediate a Problem	831.79		1106.07	
Remediate a Problem	374.64	6.49**	580.36	4.48*
and				
Remediate and Facilitate a Problem	831.79		1106.07	

*Significant at the .10 level.
**Significant at the .05 level.
***Significant at the .001 level.

was significant for both years. Both years more time was spent in facilitating development.

Counselor time with pupils was not significantly different between his facilitating development of pupils and a combination of remediating a problem and facilitating development in the first year of comparison. However, this was not true for the second year when the counselor spent significantly more time on facilitating development purposes.

Both years significantly more time was spent by counselors on a combination of function purpose, remediate and facilitate, than on remediating a problem.

Comparison of Time Spent for Various Purposes the First Year with the Second Year

The fourth research question sought to determine whether there were any mean differences between the amount of effort spent on the purposes of functions, type of function performed and counselor effort variables the first year compared to the second year. To answer this question four specific hypotheses were tested (4a, 4b, 4c, 4d) comparing the mean time spent both years on the three purposes of functions, the type of functions performed and the time or number of counselor effort variables.

Null Hypothesis 4a. There is no significant difference between the amount of time spent the first year and the second year on each of the three *purposes* of counselor function: facilitate development, remediate a problem, and a combination of remediation and facilitation.

To test the hypothesis the correlated t test was used to determine if the differences, if any occurred, were significant. The results are presented in Table 7.

Guidance workers on the average spent a significantly larger amount of time, 2735.71 minutes, on facilitating development of pupils the second year of the study than the first year when 1537.14 minutes were spent on this function. The 1148.57 minutes spent on the average by counselors the second year to remediate a problem was significantly greater than the time spent the first year of 733.21 minutes on this function. The first year the average time spent for this purpose was 1575.36 minutes and 2261.92 the second year. Time spent on a combination function involving both facilitation and remediation was significantly higher the second year.

On the basis of the above results, the null 4a hypothesis is rejected.

Table 7

Comparison of Time Spent for Various Purposes the First Year and the Second Year

(N=14)

Purpose of Function	Mean Time (in minutes) First Year	 Second Year	t
Facilitate Development	1537.14	2735.71	5.85***
Remediate Problem	733.21	1148.57	2.65**
Combination of Remediation and Facilitation	1575.36	2261.79	2.42*

*Significant at .05 level.
**Significant at .02 level.
***Significant at .001 level.

Comparison of Time Spent for Various Purposes With Pupils the First Year with the Second Year

The next hypothesis sought to determine whether there were any differences between the mean time spent by counselors the first and second year with pupils for various purposes.

Null Hypothesis 4b. There is no significant difference in the amount of time spent by counselors the first year and the second year with pupils on each of the three *purposes* of functions.

To test the hypothesis the correlated t test was used to determine if the differences, if any occurred, were significant. The results are presented in Table 8.

Table 8

Comparison of Time Spent for Various Purposes With Pupils the First Year and the Second Year

(N=14)

Purpose of Function	Mean Time (in minutes) First Year	 Second Year	t
Facilitate Development	887.86	1721.79	5.79*
Remediate Problem	374.64	580.36	2.15
Combination of Remediation and Facilitation	831.79	1106.07	2.10

*Significant at .001 level.

Counselors' mean time with pupils for the purpose of facilitating development increased significantly the second year from 887.86 to 1721.79. Time spent by counselor with pupils for remediating a problem increased but not significantly the second year from 374.64 to 580.36. Counselors' mean time with pupils serving combination purposes increased but not significantly from 831.79 to 1106.07.

On the basis of the above results the null 4b hypothesis is rejected for facilitative purposes with pupils present and sustained for remedial and combination purposes with pupils.

Comparison of Time Spent on Various Types of Functions the First Year with the Second Year

The next hypothesis was directed at determining whether there were any differences between the mean amount of time spent by counselors the first year and the second year on each of the four types of functions.

Null Hypothesis 4c. There is no significant difference in the amount of time spent by counselors the first year and the second year on each of the four *types* of functions: individual and group counseling, developmental guidance units and orientation activities, consulting conferences and in-service activities and pupil placement and testing.

To test the hypothesis the correlated t test was used to determine if the differences, if any occurred, were significant. The results are presented in Table 9.

Table 9

Comparison of Time Spent on Various Types of Functions the First Year and the Second Year

(N=14)

	(in minutes)		
Function Individual and	First Year	Second Year	t
Group Counseling	1618.57	2695.71	3.74*
Developmental Guidance Units and Orientation Activities	234.64	523.21	2.92**
Consulting Conferences and In-service Activities	1347.86	2849.29	6.35***
Placement and Testing	330.00	443.57	1.29

*Significant at .02 level.
**Significant at .01 level.
***Significant at .001 level.

The data indicate that the amount of time spent by counselors on individual and group counseling increased significantly the second year. The amount of time on remedial types of functions increased significantly the second year. The mean time of 2849.29 minutes spent on consulting conferences and in-service activities was significantly greater than the 1347.86 minutes spent the first year of the study. However, time spent on placement and testing functions during the two years was not significantly different.

On the basis of the above results null hypothesis 4c is rejected except for placement and testing.

Comparison of the Counselor Effort Variables the First Year with the Second Year

The next hypothesis was aimed at determining whether there were any differences between the amount of guidance workers effort expended the first year and the second year on three work variables.

Null Hypothesis 4d. There is no significant difference in the amount of *effort* expended by counselors the first year and the second year on three work variables: average time spent per function, average time worked on sampled days and average number of functions performed.

To test this hypothesis the correlated t test was used to determine if any differences which occurred were significant. The results are presented in Table 10.

The data in Table 10 reveal that there was no significant difference between the mean time spent on each function the first year, 29.21 minutes, compared to the mean time of 29.71 minutes spent on each function the second year. The average number of hours worked during the days sampled for the second year, 160.14, was significantly more than the 102.44 hours logged the first year. The 358.50 functions performed the second year were significantly more than the 223.57 functions performed the first year. These comparisons were based on a 20 per cent sample of

Table 10

Comparison of the Amount of Time and Number of Functions Involved the First and Second Year

(N=14)

	Means		
Variable	First Year	Second Year	t
Average Time in Minutes Spent Per Function	29.21	29.71	0.20
Average Time in Hours Worked in Sampled Days	102.44	160.14	8.64*
Average Number of Functions Performed During Sampled Days	223.57	358.50	5.89*

*Significant at the .001 level.

school days the first year and a 15 per cent sample of working days the second year.

On the basis of the above results null hypothesis 4d is rejected except for the average amount of time spent per function.

PART II MODEL EFFECTIVENESS

Teacher Perception of Counselor Helpfulness

Analysis of Teachers' Perception of Counselor Helpfulness and Purpose of Function Performed Plus Distribution of Counselor Effort Variables

The fifth research question sought to determine the relationship between teachers' perception of counselor helpfulness and how the counselor spent his time and effort. To answer this question four specific hypotheses were tested (5a, 5b, 5c, 5d) searching for possible combinations among function purposes, types of functions performed and counselor effort variables which might predict teachers' perception of counselor helpfulness.

Null Hypothesis 5a. There is no significant combination of function *purposes* and counselor *effort* variables which predict teachers' perception of counselor helpfulness.

To test this hypothesis it was necessary to determine the multiple correlations through stepwise regression analysis of the following predictors for the second year of the study: facilitative purposes, remedial purposes, combination of remedial and facilitative purposes, total counselor time spent working, average time per function and number of functions performed.

To answer the fifth research question the following sets of variables were studied and abbreviations used in Tables 11 through 18.

Counselor Effort Variables	**Abbreviation**
Total Time Spent Working	TTSW
Number of Functions Performed	NFP
Average Time Per Function	ATPF
Purpose of the Function Variables	
Facilitate Pupil Development	FD
Remediate a Problem	RP
Remediate a Problem and Facilitate Development	R&F

Purpose of the Function with Pupil(s) Present Variables

Facilitate Development with Pupil(s) Present	FD(P)
Remediate a Problem with Pupil(s) Present	RP(P)
Remediate a Problem and Facilitate Development with Pupil(s) Present	R&F(P)

Purpose of the Functions with Teacher(s) Present Variables

Facilitate Development with Teacher(s) Present	FD(T)
Remediate a Problem with Teacher(s) Present	RP(T)
Remediate a Problem & Facilitate Development with Teacher(s) Present	R&F(T)

Type of Function Variables

Individual and Group Counseling	I&GC
Developmental Guidance Units and Orientation Activities	DGU&O
Consulting Conferences and In-Service	C&I-S
Placement and Testing	P&T

Analyzing the functions as to *purpose* and combining them with counselor *effort* variables did not produce any significant combination of predictors of counselor helpfulness to teachers in the second year of the study, Table 11.

On the basis of the above results null hypothesis 5a is sustained.

Table 11

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables as Predictors of Teachers' Perception of Counselor Helpfulness, Second Year

(N=14)

Variable	R	F	P
FD	.32	1.38	NS
ATPF, FD	.35	.77	NS
NFP, ATPF, FD	.60	1.84	NS
R&F, NFP, ATPF, FD	.78	3.38	NS
TTSW, R&F, NFP, ATPF, FD	.78	2.50	NS
RP, TTSW, R&F, NFP, ATPF, FD	.78	1.82	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD—Facilitate Pupil Development; RP—Remediate a Problem; R&F—Remediate a Problem and Facilitate Development.

Analysis of Teachers' Perception of Counselor Helpfulness and Purpose of Function with Pupil(s) Present Plus Distribution of Counselor Effort Variables

The next hypothesis sought to determine if there was any relationship between teachers' perception of counselor helpfulness and how the counselors spent time on the *purposes* of functions when pupils were present plus distribution of counselor *effort*.

Null Hypothesis 5b. There is no significant combination of function *purposes* with pupil(s) present and counselor *effort* variables which predict teachers' perception of counselor helpfulness.

To test this hypothesis it was necessary to determine through regression analysis, the multiple correlations of the following predictor variables for the two years: facilitate development purpose, with pupils present, remediate a problem purpose with pupils present, remediate and facilitate purpose with pupils present, number of functions performed, total time spent working, and average time spent per function.

Table 12 shows the multiple correlations of the regression analysis for the various combinations of counselor *effort* and *purpose* of functions with pupil(s) present as predictor variables. There was no variable singly or in combination which predicted the teachers' perception of guidance worker helpfulness.

On the basis of the above results null hypothesis 5b is sustained.

Table 12

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function with Pupil(s) Variables as Predictors of Teachers' Perception of Counselor Helpfulness, Second Year

(N=14)

Variable	R	F	P
FD(P)	.38	2.04	NS
R&F(P), FD(P)	.50	1.84	NS
NFP, R&F(P), FD(P)	.56	1.54	NS
ATPF, NFP, R&F(P), FD(P)	.61	1.31	NS
TTSW, ATPF, NFP, R&F(P), FD(P)	.62	1.01	NS
RP(P), TTSW, ATPF, NFP, R&F(P), FD(P)	.66	.90	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD(P)—Facilitate Development with Pupils(s) Present; RP(P)—Remediate a Problem with Pupil(s) Present; R&F(P)—Remediate a Problem and Facilitate Development with Pupil(s) Present.

Analysis of Teachers' Perception of Counselor Helpfulness and *Purpose* of Function With Teacher(s) Present Plus Distribution of Counselor *Effort* Variables

The next hypothesis sought to determine if there were any combinations of variables among counselor *effort* variables and function *purposes* performed only when teachers were present which might predict teachers' perception of counselor helpfulness.

Null Hypothesis 5c. There is no significant combination of function *purposes* performed when teachers were present and counselor *effort* variables which predict teachers' perception of counselor helpfulness.

To test this hypothesis it was necessary to examine through multiple regression procedures the following variables as possible predictors: facilitative purpose with teachers present, remedial purpose with teachers present, combination of remedial and facilitative purpose with teachers present, total time spent working, average time spent per function and number of functions performed.

Table 13 shows the multiple correlations of the various combinations of counselor *effort* and *purpose* of function with teachers present variables with teachers' perception of counselor helpfulness as the predicted variable.

Analyzing the counselor *effort* and function variables according to *purpose* of function when teachers were present yielded one combination of predictor variables which was significant. The following variables yielded a .81 correlation which accounted for 66 per cent of criterion variance: average time per function, combination of remediate a problem and facilitate development

Table 13

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function with Teacher(s) Present Variables as Predictors of Teachers' Perception of Counselor Helpfulness, Second Year

(N=14)

Variable	R	F	P
-RP(T)	.37	1.93	NS
-ATPF, -RP(T)	.59	2.96	NS
R&F(T), -ATPF, -RP(T)	.70	3.33	NS
-FD(T), R&F(T), -ATPF, -RP(T)	.81	4.22	.05
NFP, -FD(T), R&F(T), -ATPF, -RP(T)	.81	3.06	NS
TTSW, NFP, -FD(T), R&F(T), -ATPF, -RP(T)	.83	2.62	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD(T)—Facilitate Development with Teacher(s) Present; RP(T)—Remediate a Problem with Teacher(s) Present; R&F(T)—Remediate a Problem and Facilitate Development with Teacher(s) Present.

with teachers present, facilitate development with teachers present and remediate a problem with teachers present. Out of this combination of predictors the following were negatively correlated with the criterion: facilitate development with teachers present, remediate a problem with teachers present and average time per function. Time spent for a combination purpose of remediate and facilitate was positively correlated with the criterion.

On the basis of the above results null hypothesis 5c is rejected.

Analysis of Teachers' Perception of Counselor Helpfulness and *Type* of Function Performed Plus Distribution of Counselor *Effort* Variables

The next hypothesis aimed to find out if there was any combination of variables among *types* of functions performed and distribution of counselor *effort* which might predict teachers' perception of guidance worker helpfulness.

Null Hypothesis 5d. There is no significant combination of counselor *effort* variables and *type* of functions performed which predict teachers' perception of counselor helpfulness.

To test this hypothesis the multiple correlations from the stepwise regression analysis were used to examine the following variables singly and in combination: individual and group counseling, developmental guidance activities, consulting conferences and in-service activities, placement and testing, total time spent working, average time per function, and number of functions performed.

Table 14 presents the data from the stepwise regression analysis.

Table 14

Multiple Correlations of Combinations of Counselor *Effort* and *Type* of Function Variables as Predictors of Teachers' Perception of Counselor Helpfulness, Second Year

(N=14)

Variables	R	F	P
P&T	.47	3.43	NS
I&GC, P&T	.51	1.95	NS
NFP, I&GC, P&T	.54	1.36	NS
ATPF, NFP, I&GC, P&T	.59	1.22	NS
DGU&O, ATPF, NFP, I&GC, P&T	.66	1.27	NS
C&I-S, DGU&O, ATPF, NFP, I&GC, P&T	.73	1.33	NS
TTSW, C&I-S, DGU&O, ATPF, NFP, I&GC, P&T	.73	.98	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; I&GC—Individual and Group Counseling; DGU&O—Developmental Guidance Units and Orientation Activities; C&I-S—Consulting Conferences and In-service; P&T—Placement and Testing.

None of the combinations of counselor *effort* variables and *types* of functions performed for the second year was a significant predictor of teachers' perception of counselor helpfulness.

Based upon the above results null hypothesis 5d is sustained.

Comparison of Teachers' Perception of Counselor Helpfulness the First Year and the Second Year

The sixth research question sought to determine if there was any difference in the way teachers perceived counselors' helpfulness the first and second years of the study.

Null Hypothesis 6. There is no significant difference between teachers' perception of counselor helpfulness and first year and the second year of the study.

To test this hypothesis the correlated t test was used on paired responses of 109 teachers to determine if the differences, if any occurred, were significant. The uncorrelated t test was used on all teachers who responded both years plus teachers new to the school the second year of the study and others who also responded only the one year. The results of this comparison are presented in Table 15.

Table 15
Comparison of Teachers' Perception of Counselor Helpfulness the First and Second Year

	First Year			Second Year			
Teachers	N	Mean	S.D.	N	Mean	S.D.	t
Teachers Who Responded Both Years	109	117.76	12.93	109	113.78	16.77	2.72*
Teachers Who Responded One and Two Years	327	116.84	15.10	278	113.07	17.41	2.83*

*.02 level of significance.

Teachers who responded to the *Perception of Counselor Questionnaire* both years did not perceive counselors as helpful the second year. The perception mean score decreased significantly. Teachers who responded both years plus those who responded only once also saw the counselor less helpful. On the basis of these results, null hypothesis 6 is rejected.

Pupil Perception of Counselor Helpfulness

Analysis of Pupils' Perception of Counselor Helpfulness and Purpose of Function Plus Distribution of Counselor Effort Variables

The seventh research question sought to determine the relationship between pupils' perception of counselor helpfulness and how the counselor spent his time and effort. To answer this question four specific hypotheses were tested (7a, 7b, 7c, 7d) seeking possible combinations among function *purposes*, *types* of functions performed and counselor *effort* variables which might predict pupils' perception of counselor helpfulness.

Null Hypothesis 7a. There is no significant combination of function *purposes* and counselor *effort* variables which predict pupils' perception of counselor helpfulness.

To test this hypothesis it was necessary to determine the multiple correlations through stepwise regression analysis of the following predictors: facilitative purposes, remedial purposes, facilitative and remedial purposes combined, total counselor time spent working, average time per function and number of functions performed. The results are presented in Table 16.

Table 16

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables as Predictors of Pupils' Perception of Counselor Helpfulness, Second Year

(N=14)

Variables	R	F	P
NFP	.73	13.64	.01
–FD, NFP	.81	10.60	.01
RP, –FD, NFP	.85	8.63	.01
R&F, RP, –FD, NFP	.85	6.11	.05
–ATPF, R&F, RP, –FD, NFP	.86	4.35	.05

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD—Facilitate Pupil Development; RP—Remediate a Problem; R&F—Remediate a Problem and Facilitate Development.

The results indicate that all five sets of variables predict pupils' perception of guidance worker helpfulness. The number of functions performed correlated .73 and accounted for 53 per cent of the criterion variance. Facilitative purposes, negatively correlated, and the number of functions performed correlated .81 with the criterion and accounted for 66 per cent of criterion variance.

Remedial purposes, facilitative purposes (negative) and number of functions performed combined to correlate .85 with the criterion accounting for 72 per cent of criterion variance.

A fourth set included combination remedial and facilitative purposes, remedial purposes, facilitative purposes (negative), and number of functions performed to correlate .85 with the criterion and accounted for 73 per cent of criterion variance.

A fifth combination of variables predicted the criterion with a correlation of .86 accounting for 73 per cent of the variance. Average time per function negatively correlated with the criterion combined with the four variables above to correlate .86 with the dependent variable and accounted for 73 per cent of the criterion variance.

On the basis of the above results null hypothesis 7a is rejected.

Analysis of Pupils' Perception of Counselor Helpfulness and Purpose of Function with Pupil(s) Present Plus Distribution of Counselor *Effort*

The next hypothesis aimed at determining whether there was any relationship between pupils' perception of counselor helpfulness and how counselors spent time on various *purposes* when pupils were present plus distribution of counselor *effort*.

Null Hypothesis 7b. There is no significant correlations of function *purposes* with pupils present and counselor *effort* variables which predict pupils' perception of counselor helpfulness.

To test this hypothesis it was required to determine the multiple correlations through stepwise regression analysis of the following predictors: facilitative purposes with pupils present, remedial purposes with pupils present, remedial and facilitative purposes with pupils present, total time spent working, average time per function, and number of functions performed. The results are presented in Table 17.

Table 17

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables with Pupils Present as Predictors of Counselor Helpfulness, Second Year

(N=14)

Variables	R	F	P
-R&F(P)	.76	16.70	.01
NFP, -R&F(P)	.88	19.27	.01
-ATPF, NFP, -R&F(P)	.89	12.16	.01
RP(P), -ATPF, NFP, -R&F(P)	.89	8.28	.01
-FD(P), RP(P), -ATPF, NFP, -R&F(P)	.89	5.90	.05

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD(P)—Facilitate Development with Pupils(s) Present; RP(P)—Remediate a Problem with Pupil(s) Present; R&F(P)—Remediate a Problem and Facilitate Development with Pupil(s) Present.

The results show that five combinations predict the criterion. One variable alone, combination of remedial and facilitative *purposes* with pupils present, correlated .76 with the criterion accounting for 58 per cent of criterion variance.

Adding number of functions performed to remedial and facilitative purposes with pupils present correlated .88 with the criterion and accounted for 78 per cent of the criterion variance.

A third combination included the following variables: remedial and facilitative purposes with pupils present, number of functions performed and average time per function which was negatively correlated with the criterion. The correlation of .89 accounted for 78 per cent of criterion variance.

A fourth combination included the following predictors: remediate a problem with pupils present was negatively correlated with the criterion, average time per function also negative, number of functions performed, the remediate and facilitate purposes with pupils present. The combination yielded a .89 correlation accounting for 79 per cent of the criterion variance.

A fifth set included all of the variables in the fourth combination above plus facilitative purposes with pupils present which was negatively correlated with the criterion. This set yielded a .89 correlation and accounted for 79 per cent of criterion variance.

On the basis of the above results null hypothesis 7b is rejected.

Analysis of Pupil's Perception of Counselor Helpfulness and *Purpose* of Functions with Teacher(s) Present Plus Distribution of Counselor *Effort*

The next hypothesis sought to determine whether there was any relationship between pupils' perception of counselor helpfulness and how counselors spent time on various purposes with teachers present plus distribution of counselor effort.

Null Hypothesis 7c. There is no significant combination of function *purposes* with teachers present and counselor *effort* variables which predict pupils' perception of counselor helpfulness.

To test this hypothesis it was necessary to determine the multiple correlations through stepwise regression analysis of the following predictors: facilitative purposes with teachers present, remediate a problem with teachers present, both remediate and facilitate with teachers present, total counselor time spent working, average time per function and number of functions performed. The results are presented in Table 18.

Table 18

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables with Teacher(s) Present as Predictors of Pupils' Perception of Counselor Helpfulness, Second Year

(N=14)

Variable	R	F	P
NFP	.73	13.64	.01
-R&F(T), NFP	.81	10.34	.01
RP(T), -R&F(T), NFP	.84	7.97	.01
FD(T), RP(T), -R&F(T), NFP	.85	6.09	.05
-ATPF, FD(T), RP(T), -R&F(T), NFP	.86	4.37	.05

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD—Facilitate Pupil Development; RP—Remediate a Problem; R&F—Remediate a Problem and Facilitate Development.

The results reveal that five combinations predicted pupils' perception of counselor helpfulness. The number of functions performed correlate .73 with the criterion which accounted for 53 per cent of the criterion variance.

Adding the remedial and facilitative purposes variable with teachers present which was negatively correlated with the criterion to number of functions yielded a correlation of .81 and accounted for 65 per cent of criterion variance.

A third set of variables which predicted the criterion included remediate a problem purpose with teachers present, remediate and facilitate purposes (negative) with teachers present and number of functions performed. These predictors yielded a .84 correlation and accounted for 71 per cent of criterion variance.

A fourth combination of predictors include facilitate development purposes with teachers present, remediate a problem with teachers present, remediate and facilitate purposes (negative) and number of functions performed. The combination yielded a correlation of .85 accounting for 73 per cent of criterion variance.

A fifth combination included the above four variables plus average time per function which was negatively correlated with the criterion. The correlation was .86 and accounted for 73 per cent of criterion variance.

On the basis of the above results null hypothesis 7c is rejected.

Analysis of Pupils' Perception of Counselor Helpfulness and *Type* of Function Performed Plus Distribution of Counselor *Effort* Variables

The next hypothesis sought to determine whether there was any relationship between pupils' perception of guidance worker helpfulness and *type* of functions performed plus distribution of counselor *effort*.

Null Hypothesis 7d. There is no significant combination of *types* of functions and counselor *effort* variables which predict pupils' perception of counselor helpfulness.

To test this hypothesis it was necessary to determine the multiple correlation through stepwise regression analysis of the following predictors: average time per function, total time spent working, number of functions performed, time spent on individual and group counseling, developmental guidance activities, consulting and in-service activities, and placement and testing type of functions. The results are presented in Table 19.

Table 19
Multiple Correlations of Combinations of Counselor *Effort* and *Type* of Function Variables as Predictors of Pupils' Perception of Counselor Helpfulness, Second Year
(N=14)

Variable	R	F	P
-ATPF	.67	9.96	.01
I&GC, -ATPF	.71	5.68	.05
P&T, I&GC, -ATPF	.74	4.00	.05
-DGU&O, P&T, I&GC, -ATPF	.77	3.35	NS
C&I-S, -DGU&O, P&T, I&GC, -ATPF	.81	3.07	NS
TTSW, C&I-S, -DGU&O, P&T, I&GC, -ATPF	.82	2.33	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; I&GC—Individual and Group Counseling; DGU&O—Developmental Guidance Units and Orientation Activities; C&I-S—Consulting Conferences and In-service; P&T—Placement and Testing.

The results indicate that three combinations of variables predicted the criterion. The average time per function was negatively correlated with the criterion. The .67 correlation accounted for 45 per cent of criterion variance. A .71 correlation resulted by adding individual and group counseling time to the above variable and accounted for 51 per cent of criterion variance.

A third combination of predictors included the following variables: average time per function (negative), individual and group counseling, and placement and testing which yielded a .74 correlation and accounted for 55 per cent of criterion variance.

On the basis of the above results null hypothesis 7d is rejected.

Comparison of Pupils' Perception of Counselor Helpfulness the First Year and the Second Year

The next hypothesis aimed at determining whether there was any difference in pupils' perception of counselor helpfulness the second year compared to the first.

Null Hypotheses 8. There is no significant difference between pupils' perception of counselor helpfulness the second year compared to the first year.

To test this hypothesis the uncorrelated t test was used to determine if the difference, if any occurred, was significant. The results are presented in Table 20.

The results in Table 20 indicate that pupils' perception of counselor helpfulness decreased significantly the second year.

On the basis of the above results null hypothesis 8 is rejected.

Table 20

Comparison of Pupils' Perception of Counselor Helpfulness the First Year and the Second Year

(N=14)

	mean	S.D.	t
First Year	111.56	7.39	5.73*
Second Year	105.83	5.84	

*Significant at .001 level.

Pupil Social Status

Analysis of Pupils' Social Status and *Purpose* of Function Performed Plus Distribution of Counselor *Effort* Variables

The ninth research question sought to determine the relationship between pupils' social status and how the guidance worker spent his time and effort. To answer this question four specific hypotheses were tested (9a, 9b, 9c, 9d) searching for possible combinations among function purposes, types of functions performed, and counselor effort variables which might predict pupils' social status.

Null Hypothesis 9a. There is no significant combination of function *purposes* and counselor *effort* variables which predict pupils' social status.

To test this hypothesis it was necessary to determine the multiple correlations through stepwise regression analysis of the following predictors: facilitative purposes, remedial purposes, combination of remedial and facilitative purposes, total counselor time spent working, average time per function and number of functions performed. The results are presented in Table 21.

Table 21

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables as Predictors of Pupils' Social Status, Second Year

(N=14)

Variable	R	F	P
ATPF	.48	3.56	NS
-TTSW, ATPF	.54	2.31	NS
-NFP, -TTSW, ATPF	.75	4.20	.05
R&F, -NFP, -TTSW, ATPF	.80	4.12	.05
-RP, R&F, -NFP, -TTSW, ATPF	.84	3.75	.05
-FD, -RP, R&F, -NFP, -TTSW, ATPF	.84	2.84	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD—Facilitate Pupil Development; RP—Remediate a Problem; R&F—Remediate a Problem and Facilitate Development.

The results in Table 21 indicate that three combinations of variables were significant predictors. Average time per function, number of functions performed (negative), and total time spent working (negative) yielded a .75 correlation which accounted for 56 per cent of criterion variance. A second significant combination included these three variables plus time spent serving the combination function purpose to remediate a problem and facilitate development accounting for 65 per cent of criterion variance from a .80 correlation. A third set of predictors produced a .84 correlation and accounted for 70 per cent of criterion variance. This set included the following variables: average time per function, total time spent working (negative), number of functions performed (negative), time serving combination remedial and developmental purposes plus time spent serving remedial purposes (negative).

On the basis of the above results null hypothesis 9a is rejected.

Analysis of Pupils' Social Status and *Purpose* of Function Performed with Pupil(s) Present Plus Distribution of Counselor *Effort* Variables

The next hypothesis aimed at determining if there was any relationship between pupils' social status and how the counselors spent time on the *purpose* of functions served when pupils were present plus distribution of counselor *effort*.

Null Hypothesis 9b. There is no significant combination of function *purpose* variables with pupil(s) present and counselor *effort* variables which predict pupils' social status.

To test this hypothesis it was necessary to determine the multiple correlations through stepwise regression analysis of the following predictors: number of functions performed, total time spent working, average time spent per function, facilitate development purpose when pupil(s) were present, remediate a problem purpose when pupil(s) were present, and a combined purpose to remediate and facilitate when pupil(s) were present. The results are presented in Table 22.

Table 22

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function with Pupil(s) Present as Predictors of Pupils' Social Status, Second Year

(N=14)

Variable	R	F	P
ATPF	.48	3.56	NS
-TTSW, ATPF	.54	2.31	NS
-NFP, -TTSW, ATPF	.75	4.20	.05
-FD(P), -NFP, -TTSW, ATPF	.79	3.79	.05
-R&F(P), -FD(P), -NFP, -TTSW, ATPF	.81	3.02	NS
-RP(P), -R&F(P), -FD(P), -NFP, -TTSW, ATPF	.83	2.57	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD(P)—Facilitate Development with Pupil(s) Present; RP(P)—Remediate a Problem with Pupil(s) Present; R&F(P)—Remediate a Problem and Facilitate Development with Pupil(s) Present.

The results in Table 22 reveal two sets of significant predictors of pupil social status. Number of functions performed (negative), total time spent working (negative), and average time spent per function correlated together .75 with the criterion accounting for 56 per cent of criterion variance. The following second set of predictors correlated .79 with the criterion and accounted for 63 per cent of criterion variance: average time per function, total time spent working (negative), number of functions performed (negative) plus time with pupils for developmental purposes (negative).

On the basis of the above results null hypothesis 9b is rejected.

Analysis of Pupils' Social Status and *Purpose* of Function Performed with Teacher(s) Present Plus Distribution of Counselor *Effort* Variables

The next hypothesis sought to determine if there was any relationship between pupils' social status and how the counselor spent time on the various *purposes* of functions when teachers were present plus distribution of counselor *effort*.

Null Hypothesis 9c. There is no significant combination of function *purposes* with teacher(s) present and counselor *effort* variables which predict pupils social status.

To test this hypothesis it was necessary to determine the multiple correlations through stepwise regression analysis of the following predictors: number of functions performed, total time spent working, average time per function, facilitate development with teachers present, remediate a problem with teachers present and the combined purpose of remediate and facilitate with teachers present. The results are presented in Table 23.

Table 23

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function with Teacher(s) Present as Predictors of Pupils' Social Status, Second Year

(N=14)

Variable	R	F	P
ATPF	.48	3.56	NS
-TTSW, ATPF	.54	2.31	NS
-NFP, -TTSW, ATPF	.75	4.20	.05
-RP(T), -NFP, -TTSW, ATPF	.80	3.87	.05
-R&F(T), -RP(T), -NFP, -TTSW, ATPF	.81	2.98	NS
-FD(T), -R&F(T), -RP(T), -NFP, -TTSW, ATPF	.81	2.18	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD(T)—Facilitate Development with Teacher(s) Present; RP(T)—Remediate a Problem with Teacher(s) Present; R&F(T)—Remediate a Problem and Facilitate Development with Teacher(s) Present.

The results in Table 23 show two sets of predictors of pupils' social status. Average time per function, total time spent working (negative), and number of functions (negative) correlated .75 with the criterion and accounted for 56 per cent of criterion variance. The following second set of predictors yielded a .80 correlation with the criterion and accounted for 63 per cent of criterion variance: average time per function, total time spent working (negative), number of functions performed (negative), and time with teachers for remedial purposes (negative).

On the basis of the above results null hypothesis 9c is rejected.

Analysis of Pupils' Social Status and *Type* of Function Performed Plus Distribution of Counselor *Effort* Variables

The next hypothesis aimed to find out if there was any combination of variables among *types* of functions performed and distribution of guidance worker *effort* which might predict pupils' social status.

Null Hypothesis 9d. There is no significant combination of counselor *effort* variables and *type* of functions performed which predict pupils' social status.

To test this hypothesis the multiple correlations from the stepwise regression analysis were used to examine the following variables: individual and group counseling, developmental guidance activities, consulting conferences and in-service activities, placement and testing, total time spent working, average time per function, and number of functions performed. Table 24 presents the data from the stepwise regression analysis.

Table 24

Multiple Correlations of Combinations of Counselor *Effort* and *Type* of Function Variables as Predictors of Pupils' Social Status, Second Year

(N=14)

Variable	R	F	P
ATPF	.48	3.56	NS
-TTSW, ATPF	.54	2.31	NS
-NFP, -TTSW, ATPF	.75	4.20	.05
-P&T, -NFP, -TTSW, ATPF	.85	5.99	.05
-C&I-S, -P&T, -NFP, -TTSW, ATPF	.88	5.69	.05
DGU&O, -C&I-S, -P&T, -NFP, -TTSW, ATPF	.90	5.26	.05
-I&GC, DGU&O, -C&I-S, -P&T, -NFP, -TTSW, ATPF	.90	3.87	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; I&GC—Individual and Group Counseling; DGU&O—Developmental Guidance Units and Orientation Activities; C&I-S—Consulting Conferences and In-service; P&T—Placement and Testing.

The results from the regression analysis in Table 28 reveal four sets of combinations which were significant predictors of pupils' social status. Number of functions performed (negative), total time spent working (negative), and average time per function correlated .75 with the criterion and accounted for 56 per cent of criterion variance. Adding time spent for placement and testing (negative) to the above three variables correlated .85 with the criterion and accounted for 73 per cent of criterion variance. A third set correlated .88 with the criterion and accounted for 78 per cent of criterion variance which included the following variables: average time per function, total time spent working (negative), number of functions performed (negative), time spent on placement and testing (negative), and time spent in consulting and in-service (negative). A fourth set correlated

.90 with the criterion, accounted for 81 per cent of criterion variance and included the following variables: average time per function, total time spent working (negative), number of functions performed (negative), placement and testing (negative), consulting and in-service (negative) plus developmental guidance activities.

On the basis of the above evidence null hypothesis 9d is rejected.

Comparison of Pupils' Social Status the First Year with the Second Year

The tenth research question aimed at determining whether there was any difference between pupils' social status the first year and the second year.

Null Hypothesis 10. There is no significant difference in pupils' social status the first year and the second year.

To test this hypothesis the correlated t test was used to ascertain if any difference which occurred was significant. The results are presented in Table 25.

Table 25

Comparison of Pupils' Social Status the First Year and the Second Year

	Mean	S.D.	N	t
First Year	3.29	.66	434	2.58**
Second Year	3.22	.63	434	

**Significant at the .01 level.

The data in Table 25 indicate that the mean score of 3.22 the second year was significantly less than the mean score 3.29 the first year.

On the basis of the above results, null hypothesis 10 is rejected.

Comparison of Low Status Pupils Who Received Group Counseling, First Year and Second Year

The eleventh research question sought to determine if providing group counseling to pupils with low social status increased their social acceptance.

Null Hypothesis 11. Pupils with low social status after group counseling will gain significantly in social acceptance.

To test this hypothesis the correlated t test was used to determine if any difference which occurred was significant. The results are presented in Table 26.

Table 26

Comparison of Low Status Pupils Who Received Group Counseling, First Year and Second Year

(N=43)

	Mean	S.D.	t
First Year	2.37	.35	5.85*
Second Year	2.98	.67	

*Significant at .01 level, one tailed test.

The data in Table 26 indicate that the mean score of 2.98 the second year was significantly higer than 2.37 the first year.

On the basis of the above results hypothesis 11 is accepted.

Pupil Academic Self-Concept

Analysis of Pupils' Academic Self-Concept and *Purpose* of Function Performed Plus Distribution of Counselor *Effort* Variables

The twelfth research question aimed to find out the relationship between pupils' academic self-concept and how the counselor spent his time and effort. To answer this question four specific hypotheses were tested (12a, 12b, 12c, 12d) searching for possible combinations among function purposes, types of functions performed and counselor effort variables which might predict pupils' academic self-concept.

Null Hypothesis 12a. There is no significant combinations of function *purposes* and counselor *effort* variables which predict pupils' academic self-concept.

To test this hypothesis it was necessary through stepwise regression analysis of the following predictors: facilitative purposes, remedial purposes, combination of remedial and facilitative purposes, total counselor time spent working, average time per function and number of functions performed. The results are presented in Table 27.

Table 27

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables as Predictors of Pupils' Academic Self-Concept, Second Year

(N=14)

Variable	R	F	P
TTSW	.38	2.05	NS
FD, TTSW	.40	1.04	NS
RP, FD, TTSW	.44	.78	NS
-ATPF, RP, FD, TTSW	.45	.58	NS
R&F, -ATPF, RP, FD, TTSW	.45	.41	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD—Facilitate Pupil Development; RP—Remediate a Problem; R&F—Remediate a Problem and Facilitate Development.

The results indicate that none of the combinations of guidance worker effort variables and the purpose of the functions performed was a significant predictor of pupils' academic self-concept.

On the basis of these results null hypothesis 12a is not rejected.

Analysis of Pupils' Academic Self-Concept and *Purpose* of Function with Teacher(s) Present Plus Distribution of Counselor *Effort* Variables

The next hypothesis sought to determine if there was any combination of function *purposes* with teachers present and counselor *effort* variables which predict pupils' academic self-concept.

Null Hypothesis 12b. There is no significant combination of counselor *effort* variables and *purpose* of function performed with teachers present which predict pupils' academic self-concept.

To test this hypothesis the multiple correlations from the stepwise regression analysis were used to examine the following variables: facilitative purpose with teachers present, remedial purpose with teachers present, combination remedial and facilitative purpose with teachers present, total time spent working, average time per function, total time spent working, and number of functions performed. The data for this analysis are presented in Table 28.

Table 28

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function with Teacher(s) Present as Predictors of Pupils' Academic Self-Concept, Second Year

(N=14)

Variable	R	F	P
R&F(T)	.39	2.21	NS
-ATPF, R&F(T)	.46	1.49	NS
FD(T), -ATPF, R&F(T)	.51	1.17	NS
RP(T), FD(T), -ATPF, R&F(T)	.54	.92	NS
TTSW, RP(T), FD(T), -ATPF, R&F(T)	.55	.71	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD(T)—Facilitate Development with Teacher(s) Present; RP(T)—Remediate a Problem with Teacher(s) Present; R&F(T)—Remediate a Problem and Facilitate Development with Teacher(s) Present.

None of the combinations of counselor effort variables and purpose of the function which was performed with teachers was a significant predictor of pupils' academic self-concept.

On the basis of the above results null hypothesis 12b is not rejected.

Analysis of Pupils' Academic Self-Concept and *Purpose* of Function Performed with Pupil(s) Present Plus Distribution of Counselor *Effort* Variables

The next hypothesis aimed to find out if there was any combination of variables among the purpose of functions with pupils present and counselor effort variables which might predict pupils' academic self-concept.

Null Hypothesis 12c. There is no significant combination of counselor *effort* variables and *purpose* of functions with pupils present which predict pupils' academic self-concept.

To test this hypothesis the multiple correlations from the stepwise analysis were used to examine the following variables: facilitative purposes with pupils present, remedial purposes with pupils present, combination purposes (facilitative and remedial) with pupils present, total time spent working, average time per function, and number of functions performed. The results are presented in Table 29.

Table 29

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function with Pupil(s) Present as Predictors of Pupils' Academic Self-Concept, Second Year

(N=14)

Variable	R	F	P
TTSW	.38	2.05	NS
-ATPF, TTSW	.41	1.10	NS
R&F(P), -ATPF, TTSW	.42	.73	NS
-FD(P), R&F(P), -ATPF, TTSW	.44	.54	NS
RP(P), -FD(P), R&F(P), -ATPF, TTSW	.44	.39	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD(P)—Facilitate Development with Pupil(s) Present; RP(P)—Remediate a Problem with Pupil(s) Present; R&F(P)—Remediate a Problem and Facilitate Development with Pupil(s) Present.

None of the combinations of counselor effort variables and purposes of functions with pupils present was a significant predictor of pupils' academic self-concept.

Based upon the above results null hypothesis 12c is sustained.

Analysis of Pupils' Academic Self-Concept and Type of Function Performed Plus Distribution of Counselor Effort Variables

The next hypothesis aimed to determine if there was any combination of variables among types of functions performed and distribution of counselor *effort* which might predict pupils' academic self-concept.

Null Hypothesis 12d. There is no significant combination of *type* of function variables and counselor *effort* variables which predict pupils' academic self-concept.

To test this hypothesis the multiple correlations from the stepwise regression analysis were used to examine the following variables: individual and group counseling, developmental guidance activities, consulting conferences and in-service activities, placement and testing, total time spent working, average time per function, and number of functions performed. The results are presented in Table 30.

One variable alone and four combinations in this analysis predicted in a significant way the academic self-concept of children. Time spent on placement and testing activities yielded a .71 correlation which accounted for 50 per cent of criterion variance. Combining time on placement and testing functions with time spent on individual and group counseling yielded a .74

Table 30

Multiple Correlations of Combinations of Counselor *Effort* and *Type* of Function Variables as Predictors of Pupils' Academic Self-Concept, Second Year

(N=14)

Variable	R	F	P
P&T	.71	12.34	.01
–I&GC, P&T	.74	6.58	.05
NFP, –I&GC, P&T	.77	4.82	.05
–C&I-S, NFP, –I&GC, P&T	.82	4.46	.05
–ATPF, –C&I-S, NFP, –I&GC, P&T	.85	4.20	.05
DGU&O, –ATPF, –C&I-S, NFP, –I&GC, P&T	.85	3.17	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; I&GC—Individual and Group Counseling; DGU&O—Developmental Guidance Units and Orientation Activities; C&I-S—Consulting Conferences and In-service; P&T—Placement and Testing.

correlation which accounted for 53 per cent of criterion variance. Time on counseling was negatively correlated with the criterion. Adding the number of functions performed to these two variables yielded another set of significant predictors (.77) accounting for 59 per cent of criterion variance. In a fourth combination sixty-four per cent of criterion variance was accounted for by a .82 correlation of the following variables: consulting and in-service, number of functions performed, individual and group counseling, and placement and testing. As with individual and group counseling, consulting and in-service was negatively correlated with the dependent variable. A fifth combination included these four variables plus a fifth variable, average time spent per function, and yielded a .85 correlation accounting for 72 per cent of criterion variance. Average time per function was negatively correlated with criterion.

On the basis of the above results hypothesis 12d is rejected.

Comparison of Pupils' Academic Self-Concept The First Year and the Second Year

The thirteenth research question was directed at determining whether there was any difference between the academic self-concept of pupils the first year and the second year.

Null Hypothesis 13. There is no significant difference between the academic self-concept of pupils the first year and the second year.

To test this hypothesis the correlated t test was used to ascertain if any difference which may have occurred was significant. The results are shown in Table 31.

The results indicate that a decrease in academic self-concept the second year was significant.

Table 31
Comparison of Pupils' Academic Self-Concept the First Year and the Second Year

	Mean	S.D.	N	t
First Year	3.82	.50	413	3.42***
Second Year	3.74	.48	413	

***Significant at the .001 level.

On the basis of the above results the null hypothesis 13 is rejected.

Pupil Locus of Control

Analysis of Pupils' Locus of Control and *Purpose* of Function Performed Plus Distribution of Counselor *Effort* Variables

The fourteenth research question aimed at determining whether there is any relationship between pupils' locus of control and how the guidance worker spent his time and effort. To answer this question four specific hypotheses (14a, 14b, 14c, 14d) were tested searching for possible combinations among function *purposes*, *types* of functions performed and counselor *effort* variables which might predict pupils' locus of control.

Null Hypothesis 14a. There is no significant combination of function *purposes* and counselor *effort* variables which predict pupils' locus of control.

To test this hypothesis it was necessary to determine the multiple correlations through stepwise regression analysis of the following predictors: facilitative purposes, remedial purposes, combination of remedial and facilitative purposes, total counselor time spent working, average time per function and number of functions performed. The results are presented in Table 32.

Table 32
Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables as Predictors of Pupils' Locus of Control, Second Year
(N=14)

Variable	R	F	P
-FD	.28	1.05	NS
TTSW, -FD	.55	2.35	NS
-R&F, TTSW, -FD	.60	1.87	NS
RP, -R&F, TTSW, -FD	.62	1.43	NS
-ATPF, RP, -R&F, TTSW, -FD	.63	1.08	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD—Facilitate Pupil Development; RP—Remediate a Problem; R&F—Remediate a Problem and Facilitate Development.

The results indicate that no combination of function *purpose* variables and counselor *effort* variables predict pupils' locus of control.

On the basis of the above results null hypothesis 14a is not rejected.

Analysis of Pupils' Locus of Control and *Purpose* of Function Performed with Pupils Present Plus Distribution of Counselor *Effort* Variables

The next hypothesis sought to determine whether there was any relationship between pupils' locus of control and how counselors spent time on various *purposes* when pupils were present plus distribution of counselor *effort*.

Null Hypothesis 14b. There is no significant combination of function *purpose* variables with pupils present and counselor *effort* variables which predict pupils' locus of control.

To test this hypothesis it was necessary to determine the multiple correlations through stepwise regression analysis of the following predictors: facilitative purposes with pupils' present, remediate problem purposes with pupils present, combination of remedial and facilitative purposes with pupils present, total time spent working, average time per function and number of functions performed. The results are presented in Table 33.

Table 33

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables with Pupil(s) Present as Predictors of Pupils' Locus of Control, Second Year

(N=14)

Variable	R	F	P
R&F(P)	.42	2.51	NS
RP(P), R&F(P)	.52	2.05	NS
-ATPF, RP(P), R&F(P)	.56	1.51	NS
-FD(P), -ATPF, RP(P), R&F(P)	.56	1.02	NS
TTSW, -FD(P), -ATPF, RP(P), R&F(P)	.56	.72	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD(P)—Facilitate Development with Pupil(s) Present; RP(P)—Remediate a Problem with Pupil(s) Present; R&F(P)—Remediate a Problem and Facilitate Development with Pupil(s) Present.

The results indicate that no combination of function purpose variables with pupils present and counselor effort variables significantly predict pupils' locus of control.

On the basis of the above results null hypothesis 14b is not rejected.

Analysis of Pupils' Locus of Control and *Purpose* of Functions Performed with Teacher(s) Present Plus Distribution of Counselor *Effort* Variables

The next hypothesis aimed at determining the relationship between function *purposes* with teachers present, counselor *effort,* and pupils' sense of control over their situation.

Null Hypothesis 14c. There is no significant combination of function *purpose* variables with teachers present and counselor *effort* variables which predict pupils' locus of control.

To test this hypothesis it was necessary to determine the multiple correlations through stepwise regression analysis of the following predictors: facilitative purposes with teachers present, remedial purposes with teachers present, combined remedial and facilitative purposes with teachers present, total time spent working, average time per function, and number of functions performed. The results are presented in Table 34.

Table 34

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function with Teacher(s) Present as Predictors of Pupils' Locus of Control, Second Year

(N=14)

Variable	R	F	P
-R&F(T)	.48	3.64	NS
-ATPF, -R&F(T)	.65	3.95	NS
RP(T), -ATPF, -R&F(T)	.66	2.52	NS
NFP, RP(T), -ATPF, -R&F(T)	.67	1.80	NS
-FD(T), NFP, RP(T), -ATPF, -R&F(T)	.68	1.36	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD(T)—Facilitate Development with Teacher(s) Present; RP(T)—Remediate a Problem with Teacher(s) Present; R&F(T)—Remediate a Problem and Facilitate Development with Teacher(s) Present.

Combining the *purposes* of guidance worker function with teachers present with counselor *effort* variables did not reveal any significant predictors of pupils' locus of control.

On the basis of the above results null hypothesis 14c is not rejected.

Analysis of Pupils' Locus of Control and *Type* of Function Performed Plus Distribution of Counselor *Effort* Variables

The next hypothesis sought to determine the relationship between *types* of functions performed by counselors, distribution of counselor *effort* variables and pupils' locus of control.

Null Hypothesis 14d. There is no significant combination of *type* of function variables plus distribution of counselor *effort* variables which predict pupils' locus of control.

To test this hypothesis it was necessary to determine the multiple correlations through stepwise regression analysis of the following predictors: individual and group counseling, developmental guidance activities, consulting and in-service activities, placement and testing, total time spent working, average number of functions performed, and average time spent per function. The results are presented in Table 35.

Table 35

Multiple Correlations of Combinations of Counselor *Effort* and *Type* of Function Variables as Predictors of Pupils' Locus of Control, Second Year

(N=14)

Variable	R	F	P
-DGU&O	.43	2.74	NS
-ATPF, -DGU&O	.55	2.39	NS
-C&I-S, -ATPF, -DGU&O	.59	1.79	NS
I&GC, -C&I-S, -ATPF, -DGU&O	.60	1.27	NS
P&T, I&GC, -C&I-S, -ATPF, -DGU&O	.61	.93	NS
NFP, P&T, I&GC, -C&I-S, -ATPF, -DGU&O	.61	.69	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; I&GC—Individual and Group Counseling; DGU&O—Developmental Guidance Units and Orientation Activities; C&I-S—Consulting Conferences and Inservice; P&T—Placement and Testing.

The above results reveal there is no combination of type of function variables with counselor *effort* variables which significantly predict pupils' locus of control.

On the basis of the above results null hypothesis 14d is not rejected.

Comparison of Pupils' Locus of Control the First Year and the Second Year

The fifteenth research question was directed at determining whether there was any difference in the pupils' sense of control over the events in their lives the first year compared to the second year.

Null Hypothesis 15. There is no significant difference in the pupils' locus of control the first year compared to the second year.

To test this hypothesis the correlated t test was used to ascertain if differences, if they occurred, were significant.

The results are presented in Table 36.

Table 36

Comparison of Pupils' Locus of Control the First Year and the Second Year

	Mean	S.D.	N	t
First Year	1.19	.24	795	4.45***
Second Year	1.23	.25	795	

***Significant at the .001 level.

The results in Table 36 reveal that there was an increase in pupils' locus of control the second year which was significant.

On the basis of the above results null hypothesis 15 is rejected.

Pupil Real Self-Concept

Analysis of Pupils' Real Self-Concept and *Purpose* of Function Performed Plus Distribution of Counselor *Effort* Variables

The sixteenth research question was concerned with determining the relationship between pupils' real self-concept and how counselors served various *purposes* and distributed their *effort* across time and *types* of function. To approach this question four specific hypotheses (16a, 16b, 16c, 16d) were tested searching for possible combinations among function *purposes, types* of functions performed and counselor *effort* variables which might predict pupils' real self-concept.

Null Hypothesis 16a. There is no significant combination of function *purposes* and counselor *effort* variables which predict pupils' real self-concept.

To test this hypothesis it was necessary to determine the multiple correlation through stepwise regression analysis of the following predictors: facilitative purposes, remedial purposes, combination of remedial and facilitative purposes, total counselor time spent working, average time per function and number of functions performed. The results are presented in Table 37.

The results in Table 37 indicate that there are no combinations of function *purposes* and counselor *effort* variables which predict pupils' real self-concept.

On the basis of the above results null hypotheses 16a is not rejected.

Table 37

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function as Predictors of Pupils' Real Self-Concept, Second Year

(N=14)

Variable	R	F	P
TTSW	.53	4.65	NS
RP, TTSW	.55	2.39	NS
R&F, RP, TTSW	.55	1.48	NS
FD, R&F, RP, TTSW	.56	1.00	NS
-ATPF, FD, R&F, RP, TTSW	.56	.72	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD—Facilitate Pupil Development; RP—Remediate a Problem; R&F—Remediate a Problem and Facilitate Development.

Analysis of Pupils' Real Self-Concept and *Purpose* of Function Performed with Pupil(s) Present Plus Distribution of Counselor *Effort* Variables

The next hypothesis sought to determine the relationship between pupils' real self-concept and how counselors served various *purposes* when pupils were present and distributed time across counselor *effort* variables.

Null Hypothesis 16b. There is no significant combination of function *purposes* with pupils present and counselor *effort* variables which predict pupils real self-concept.

To test this hypothesis required the use of multiple correlations through stepwise regression analysis of the following predictors: facilitative purposes with pupils present, remedial purposes with pupils present, combination remedial and facilitative purposes with pupils present, total time spent working, number of functions performed and average time per function. The results are presented in Table 38.

Table 38

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables with Pupil(s) Present as Predictors of Pupils' Real Self-Concept, Second Year

(N=14)

Variable	R	F	P
TTSW	.53	4.65	NS
FD(P), TTSW	.54	2.31	NS
R&F(P), FD(P), TTSW	.55	1.41	NS
RP(P), R&F(P), FD(P), TTSW	.55	.96	NS
-ATPF, RP(P), R&F(P), FD(P), TTSW	.55	.68	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD(P)—Facilitate Development with Pupil(s) Present; RP(P)—Remediate a Problem with Pupil(s) Present; R&F(P)—Remediate a Problem and Facilitate Development with Pupil(s) Present.

The results in Table 38 reveal that there is no combination of function *purposes* with pupils present and guidance worker *effort* variables which significantly predict pupils' real self-concept.

On the basis of the above results null hypothesis 16b is not rejected.

Analysis of Pupils' Real Self-Concept and Function *Purpose* Performed with Teacher(s) Present Plus Distribution of Counselor *Effort* Variables

The next hypothesis aimed at determining the relationship between pupils' real self-concept and function *purposes* with teachers present plus distribution of counselor *effort* variables.

Null Hypothesis 16c. There is no significant combination of function *purpose* variables with teachers present and distribution of counselor *effort* variables which predict pupils' real self-concept.

To test this hypothesis it was necessary to determine the multiple correlations through stepwise regression analysis of the following predictors: facilitative purposes with teachers present, remedial purposes with teachers present, combination of remedial and facilitative purposes with teachers present, total time spent working, average time per function and number of functions performed. The results of this analysis is presented in Table 39.

Table 39

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables with Teacher(s) Present as Predictors of Pupils' Real Self-Concept, Second Year

(N=14)

Variable	R	F	P
TTSW	.53	4.65	NS
RP(T), TTSW	.56	2.57	NS
-ATPF, RP(T), TTSW	.59	1.74	NS
R&F(T), -ATPF, RP(T), TTSW	.60	1.26	NS
FD(T), R&F(T), -ATPF, RP(T), TTSW	.61	.96	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD(T)—Facilitate Development with Teacher(s) Present; RP(T)—Remediate a Problem with Teacher(s) Present; R&F(T)—Remediate a Problem and Facilitate Development with Teacher(s) Present.

The results indicate that there is no combination of function *purposes* with teachers present and distribution of counselor *effort* variables which predict pupils' real self-concept.

On the basis of the above results null hypothesis 16c is not rejected.

Analysis of Pupils' Real Self-Concept and *Type* of Function Performed Plus Distribution of Counselor *Effort* Variables

The next hypothesis sought to examine the relationship between pupils' real self-concept and the *types* of functions used by the counselors plus distribution of counselor *effort.*

Null Hypothesis 16d. There is no significant combination of *types* of functions performed by counselors and distribution of counselor *effort* variables which predict pupils' real self-concept.

To test this hypothesis required the use of multiple correlations through stepwise regression analysis of the following predictors: individual and group counseling, developmental guidance activities, consulting and in-service activities, placement and testing, total time spent working, average time per function and number of functions performed. The results are presented in Table 40.

Table 40

Multiple Correlations of Combinations of Counselor *Effort* and *Type* of Function Variables as Predictors of Pupils' Real Self-Concept, Second Year

(N=14)

Variable	R	F	P
P&T	.61	7.10	.05
I&GC, P&T	.63	3.59	NS
-DGU&O, I&GC, P&T	.66	2.59	NS
-C&I-S, -DGU&O, I&GC, P&T	.67	1.80	NS
NFP, -C&I-S, -DGU&O, I&GC, P&T	.67	1.32	NS
-ATPF, NFP, -C&I-S, -DGU&O, I&GC, P&T	.67	.97	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; I&GC—Individual and Group Counseling; DGU&O—Developmental Guidance Units and Orientation Activities; C&I-S—Consulting Conferences and Inservice; P&T—Placement and Testing.

The results in Table 40 reveal that one variable, placement and testing, significantly predicted pupils' real self-concept. The correlation of .61 accounted for 37 per cent of criterion variance.

On the basis of the above results null hypothesis 16d is rejected.

Comparison of Pupils' Real Self-Concept the First Year and the Second Year

The seventeenth research question focused on determining whether there was any difference in the real self-concept of pupils the first year compared to the second year.

Null Hypothesis 17. There is no significant difference between the real self-concept of pupils the first year and the second year.

To test this hypothesis the correlated t test was used to determine if differences, if they occurred, were significant. The results are presented in Table 41.

Table 41

Comparison of Pupils' Real Self-Concept the First Year and the Second Year

	Mean	S.D.	N	t
First Year	3.49	.56	410	2.48*
Second Year	3.42	.55	410	

*Significant at the .02 level.

The data in Table 41 reveal that the decrease in real self-concept of pupils the second year was significant.

On the basis of the above results null hypothesis 17 is rejected.

Pupil Ideal Self-Concept

Analysis of Pupils' Ideal Self-Concept and *Purpose* of Function Performed Plus Distribution of Counselor *Effort* Variables

The eighteenth research question sought to examine the relationship between pupils' ideal self-concept and how the counselor spent his time and served various purposes. To answer this question four specific hypotheses (18a, 18b, 18c, 18d) were tested searching for possible combinations among function *purposes*, *types* of functions performed and counselor *effort* variable which might predict pupils' ideal self-concept.

Null Hypothesis 18a. There is no significant combination of function *purposes* and counselor *effort* variables which predict pupils' ideal self-concept.

To test this hypothesis it was necessary to determine the multiple correlations through stepwise regression analysis of the following predictors: facilitative purposes, remedial purposes, combination of remedial and facilitative purposes, total counselor time spent working, average time per function and number of functions performed. The results are presented in Table 42.

The results in Table 42 reveal that none of the combinations of *purposes* served and counselor *effort* variables was a significant predictor of pupils' ideal self-concept.

On the basis of these results null hypothesis 18a is not rejected.

Table 42

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables as Predictors of Pupils' Ideal Self-Concept, Second Year

(N=14)

Variables	R	F	P
-ATPF	.48	3.50	NS
RP, -ATPF	.56	2.50	NS
FD, RP, -ATPF	.61	2.02	NS
R&F, FD, RP, -ATPF	.66	1.72	NS
NFP, R&F, FD, RP, -ATPF	.66	1.24	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD—Facilitate Pupil Development; RP—Remediate a Problem; R&F—Remediate a Problem and Facilitate Development.

Analysis of Pupils' Ideal Self-Concept and *Purpose* of Function Performed with Pupil(s) Present Plus Distribution of Counselor *Effort* Variables

The next hypothesis aimed at determining the relationship between pupils' ideal self-concept and *purposes* served by counselors with pupils present plus the distribution of counselor *effort* variables.

Null Hypothesis 18b. There is no significant combination of function *purposes* with pupils present and counselor *effort* variables which predict pupils' ideal self-concept.

To test this hypothesis it was necessary to determine the multiple correlations through stepwise regression analysis of the following predictors: facilitative purposes with pupils present, remedial purposes with pupils present, combined remedial and facilitative purposes with pupils present, total time spent working, average time per function, and number of functions performed. The results are shown in Table 43.

Table 43

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables with Pupil(s) Present as Predictors of Pupils' Ideal Self-Concept, Second Year

(N=14)

Variable	R	F	P
TTSW	.61	7.02	.05
R&F(P), TTSW	.66	4.30	.05
RP(P), R&F(P), TTSW	.72	3.69	NS
-ATPF, RP(P), R&F(P), TTSW	.75	2.84	NS
FD(P), -ATPF, RP(P), R&F(P), TTSW	.75	2.09	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD(P)—Facilitate Development with Pupil(s) Present; RP(P)—Remediate a Problem with Pupil(s) Present; R&F(P)—Remediate a Problem and Facilitate Development with Pupil(s) Present.

The results indicate that two combinations were significant predictors of pupils' ideal self-concept. Total time spent working correlated .61 with the criterion and accounted for 37 per cent of criterion variance.

A second predictor included total counselor time spent working and remedial and facilitative purposes with pupils present to correlate .66 with the criterion accounting for 44 per cent of criterion variance.

On the basis of the above results null hypothesis 18b is rejected.

Analysis of Pupils' Ideal Self-Concept and *Purpose* of Function Performed with Teacher(s) Present Plus Distribution of Counselor *Effort* Variables

The next hypothesis sought to determine the relationship between pupils' ideal self-concept and the *purposes* of various counselor functions plus the distribution of counselor *effort* variables.

Null Hypothesis 18c. There is no significant combination of function *purposes* and counselor *effort* variables which predict pupils' ideal self-concept.

To test this hypothesis it was necessary to determine the multiple correlation through stepwise regression analysis of the following predictors: facilitative purposes with teachers present, remedial purposes with teachers present, combined remedial and facilitative purposes with teachers present, number of functions performed, total time spent working, and average time per function. The results are presented in Table 44.

Table 44

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables with Teacher(s) Present as Predictors of Pupils' Ideal Self-Concept, Second Year

(N=14)

Variable	R	F	P
NFP	.51	4.23	NS
-R&F(T), NFP	.54	2.30	NS
FD(T), -R&F(T), NFP	.57	1.63	NS
-ATPF, FD(T), -R&F(T), NFP	.58	1.16	NS
RP(T), -ATPF, FD(T), -R&F(T), NFP	.59	.86	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD(T)—Facilitate Development with Teacher(s) Present; RP(T)—Remediate a Problem with Teacher(s) Present; R&F(T)—Remediate a Problem and Facilitate Development with Teacher(s) Present.

The results indicate that none of the combinations of function purposes with teachers present and guidance worker effort variables significantly predict pupils' ideal self-concept.

On the basis of the above results null hypothesis 18c is not rejected.

Analysis of Pupils' Ideal Self-Concept and *Type* of Functions Performed Plus Distribution of Counselor *Effort* Variables

The next hypothesis aimed at determining the relationship between pupils' ideal self-concept and *types* of functions performed by counselors plus distribution of counselor *effort* variables.

Null Hypothesis 18d. There is no significant combination of *types* of functions performed by counselors and counselor *effort* variables which predict pupils' ideal self-concept.

To test this hypothesis it was necessary to determine the multiple correlations through stepwise regression analysis of the following predictors: individual and group counseling, developmental guidance activities, consulting and in-service, placement and testing, total time spent working, number of functions performed and average time spent per function. The results are presented in Table 45.

Table 45

Multiple Correlations of Combinations of Counselor *Effort* and *Type* of Function Variables as Predictors of Pupils' Ideal Self-Concept, Second Year

(N=14)

Variable	R	F	P
P&T	.62	7.56	.05
NFP, P&T	.73	6.32	.05
I&GC, NFP, P&T	.80	5.82	.05
-DGU&O, I&GC, NFP, P&T	.80	4.05	.05
-C&I-S, -DGU&O, I&GC, NFP, P&T	.81	3.00	NS
-ATPF, -C&I-S, -DGU&O, I&GC, NFP, P&T	.81	2.19	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; I&GC—Individual and Group Counseling; DGU&O—Developmental Guidance Units and Orientation Activities; C&I-S—Consulting Conferences and Inservice; P&T—Placement and Testing.

The results in Table 45 indicate that one variable alone and three sets of predictors predict pupils' ideal self-concept. Placement and testing correlated .62 with the criterion accounting for 39 per cent of criterion variance.

Counselor time spent on placement and testing plus number of functions performed by counselors correlated .73 with the criterion accounted for 53 per cent of criterion variance.

Another combination included placement and testing functions, number of functions performed, and individual and group counseling which correlated .80 with the criterion and accounted for 64 per cent of criterion variance.

Another set included placement and testing functions, number of functions performed, individual and group counseling plus developmental guidance activities, negatively correlated with the criterion, but combined all together correlated .80 with the criterion and accounted for 64 per cent of criterion variance.

On the basis of the above results null hypothesis 18d is rejected.

Comparison of Pupils' Ideal Self-Concept the First Year and the Second Year

The nineteenth research question aimed at determining whether any difference between the ideal self-concept of pupils the first year and the second year was significant.

Null Hypothesis 19. There is no significant difference between the ideal self-concept of pupils the first year and the second year.

To test this hypothesis the correlated t test was used to determine if any difference which occurred was significant. The results are presented in Table 46.

Table 46

Comparison of Pupils' Ideal Self-Concept the First Year and the Second Year

	MEAN	S.D.	N	t
First Year	4.37	.50	403	2.59**
Second Year	4.30	.55	403	

**Significant at the .01 level.

The results in Table 46 indicate that the decrease in the ideal self-concept of pupils the second year was significant.

On the basis of the above results null hypothesis 19 is rejected.

Analysis of Discrepancy Between Real and Ideal Self-Concept

Discrepancy measures can be computed by subtracting the mean real self-concept score from the mean ideal self-concept for each year. Such a procedure is equivalent to averaging the sum of individual discrepancies. The discrepancy score the first year (4.37 ideal mean score minus the real mean score of 3.49) equals 1.12 (Tables 41, 46). The discrepancy score the second year (4.30 ideal mean score minus the real mean score of 3.42) equals 1.12 (Tables 41, 46). The discrepancy scores between real and ideal self-concept measures both years were the same and therefore did not change.

Analysis of Pupils' Discrepancy Between Real and Ideal Self-Concept and *Purpose* of Function Performed Plus Distribution of Counselor *Effort*

The twentieth research question sought to determine if there was any relationship between the discrepancy score and how the counselors spent time on various function *purposes* and distributed their *effort*. To answer this question four specific hypotheses (20a, 20b, 20c, 20d) were tested searching for possible combinations among function *purposes*, *types* of functions performed and counselor *effort* variables which might predict pupil discrepancy scores.

Null Hypothesis 20a. There is no significant combination of function *purposes* and counselor *effort* variables which predict pupils' discrepancy scores.

To test this hypothesis it was necessary to identify the multiple correlations through regression stepwise analysis of the following predictors: facilitative purposes, remedial purposes, combined remedial and facilitative purposes, total time spent working, number of functions performed, and average time per function. The results are presented in Table 47.

Table 47

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables as Predictors of Pupils' Ideal-Real Self-Concept Discrepancy, Second Year

(N = 14)

Variable	R	F	P
RP	.45	3.09	NS
NFP, RP	.53	2.20	NS
TTSW, NFP, RP	.57	1.62	NS
R&F, TTSW, NFP, RP	.59	1.20	NS
-ATPF, R&F, TTSW, NFP, RP	.60	.89	NS
-FD, -ATPF, R&F, TTSW, NFP, RP	.60	.67	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD—Facilitate Pupil Development; RP—Remediate a Problem; R&F—Remediate a Problem and Facilitate Development.

The results in Table 47 reveal that no combination of function *purposes* and counselor *effort* variables was predictive of pupils' discrepancy scores.

On the basis of the above results null hypothesis 20a is not rejected.

Analysis of Pupils' Discrepancy Between Real and Ideal Self-Concept and Purpose of Function Performed with Pupil(s) Present Plus Distribution of Counselor Effort

The next hypothesis sought to determine if there was any relationship between the discrepancy score of real and ideal self-concept measures and how counselors spent time on various function *purposes* with pupils present and distributed their ***effort.***

Null Hypothesis 20b. There is no significant combination of function *purposes* with pupils present and counselor *effort* variables which predict pupils' discrepancy scores.

To test this hypothesis it was necessary to calculate the multiple correlations through stepwise regression technique of the following predictors: facilitative purposes with pupils present, remedial purposes with pupils present, combined remedial and facilitative purposes with pupils present, total time spent working, average time per function, and number of functions performed. The results are presented in Table 48.

Table 48

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function with Pupil(s) Present as Predictors of Pupils' Ideal-Real Self-Concept Discrepancy, Second Year

(N = 14)

Variable	R	F	P
R&F(P)	.36	1.82	NS
RP(P), R&F(P)	.54	2.24	NS
NFP, RP(P), R&F(P)	.58	1.73	NS
TTSW, NFP, RP(P), R&F(P)	.63	1.48	NS
-ATPF, TTSW, NFP, RP(P), R&F(P)	.66	1.26	NS
-FD(P), -ATPF, TTSW, NFP, RP(P), R&F(P)	.66	.92	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD (P)—Facilitate Development with Pupil(s) Present; RP(P)—Remediate a Problem with Pupil(s) Present; R&F (P)—Remediate a Problem and Facilitate Development with Pupil(s) Present.

No combination of function *purposes* with pupils present and counselor *effort* variables significantly predicted pupils' discrepancy scores.

On the basis of the above results null hypothesis 20b is not rejected.

Analysis of Pupils' Discrepancy Between Real and Ideal Self-Concept and Purpose of Function Performed with Teacher(s) Present Plus Distribution of Counselor Effort

The next hypothesis was directed at determining the relationship between pupils' discrepancy score and how counselors served various *purposes* with teachers present and distributed their *effort*.

Null Hypothesis 20c. There is no significant combination of function *purposes* with teachers present and counselor *effort* variables which predict pupils' discrepancy scores.

To test this hypothesis it was necessary to identify the multiple correlations through stepwise regression analysis of the following predictors: facilitative purposes with teachers present, remedial purposes with teachers present, combined remedial and facilitative purposes with teachers present, total time spent working, number of functions performed, and average time per function. The results are presented in Table 49.

Table 49

Multiple Correlations of Combination of Counselor *Effort* and *Purpose* of Function Variables with Teacher(s) Present as Predictors of Pupils' Ideal-Real Self-Concept Discrepancy, Second Year

(N = 14)

Variable	R	F	P
NFP	.37	2.01	NS
-R&F(T), NFP	.61	3.31	NS
FD(T), -R&F(T), NFP	.64	2.34	NS
RP(T), FD(T), -R&F(T), NFP	.64	1.59	NS
TTSW, RP(T), FD(T), -R&F(T), NFP	.64	1.14	NS
-ATPF, TTSW, RP(T), FD(T), -R&F(T), NFP	.64	.83	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD(T)—Facilitate Development with Teacher(s) Present; RP(T)—Remediate a Problem with Teacher(s) Present; R&F(T)—Remediate a Problem and Facilitate Development with Teacher(s) Present.

The results in Table 49 reveal that no combination of function *purposes* with teachers present and counselor *effort* variables significantly predicted pupils' discrepancy scores.

On the basis of the above results null hypothesis 20c is not rejected.

Analysis of Pupils' Discrepancy Between Real and Ideal Self-Concept and Type of Function Performed Plus Distribution of Counselor Effort

The next hypothesis aimed at determining the relationship between pupils' discrepancy scores and *types* of functions performed by counselors plus distribution of counselor *effort* variables.

Null Hypothesis 20d. There is no significant combination of *types* of functions performed by counselors and distribution of counselor *effort* variables which predict pupils' discrepancy scores.

To test this hypothesis it was necessary to identify the multiple correlations through stepwise regression analysis of the following predictors: individual and group counseling, developmental guidance activities, consulting and in-service activities, placement and testing, total time spent working, number of functions performed, and average time per function. The results are presented in Table 50.

Table 50

Multiple Correlations of Combinations of Counselor *Effort* and *Type* of Function Variables as Predictors of Pupils' Ideal-Real Self-Concept Discrepancy, Second Year

(N = 14)

Variable	R	F	P
NFP	.38	2.01	NS
-DGU&O, NFP	.54	2.24	NS
TTSW, -DGU&O, NFP	.57	1.61	NS
ATPF, TTSW, -DGU&O, NFP	.61	1.30	NS
I&GC, ATPF, TTSW, -DGU&O, NFP	.61	.96	NS
P&T, I&GC, ATPF, TTSW, -DGU&O, NFP	.62	.73	NS
C&I-S, P&T, I&GC, ATPF, TTSW, -DGU&O, NFP	.62	.54	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; I&GC—Individual and Group Counseling, DGU&O—Developmental Guidance Units and Orientation Activities; C&I-S—Consulting Conferences and In-service; P&T Placement and Testing.

The results in Table 50 indicate that none of the combinations of function *purposes* and counselor *effort* variables was predictive of pupils' discrepancy scores.

On the basis of the above results null hypothesis 20d is not rejected.

Pupil Test Anxiety

Analysis of Pupils' Test Anxiety and *Purpose* of Function Performed Plus Distribution of Counselor *Effort* Variables

The twenty-first research question aimed at determining the relationship between pupils' test anxiety and how guidance workers spent time on various function *purposes* and distributed their *effort*. To answer this question four specific hypotheses (21a, 21b, 21c, 21d) were tested searching for possible combinations among function purposes, types of functions performed and counselor effort variables which predict pupils' test anxiety.

Null Hypothesis 21a. There is no significant combination of function *purposes* and counselor *effort* variables which predict pupils' test anxiety.

To test this hypothesis it was necessary to identify the multiple correlations through stepwise regression analysis of the following predictors: facilitative purposes, remedial purposes, combined remedial and facilitative purposes, total time spent working, number of functions performed, and average time per function. The results are presented in Table 51.

Table 51

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables as Predictors of Pupils' Test Anxiety, Second Year

(N=14)

Variable	R	F	P
R&F	.28	1.06	NS
-TTSW, R&F	.44	1.28	NS
RP, -TTSW, R&F	.58	1.69	NS
-ATPF, RP, -TTSW, R&F	.68	1.90	NS
-FD, -ATPF, RP, -TTSW, R&F	.77	2.40	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD—Facilitate Pupil Development; RP—Remediate a Problem; R&F—Remediate a Problem and Facilitate Development.

The results in Table 51 indicate that none of the combinations of function *purposes* and counselor *effort* variables was predictive of pupils' test anxiety.

On the basis of the above results null hypothesis 21a is not rejected.

Analysis of Pupils' Test Anxiety and *Purpose* of Function with Pupil(s) Present Plus Distribution of Counselor *Effort* Variables

The next hypothesis aimed at determining the relationship between pupils' test anxiety and how counselors spent time on various function *purposes* with pupils present and distributed their *effort*.

Null Hypothesis 21b. There is no significant combination of function *purposes* with pupils present and counselor *effort* variables which predict pupils' test anxiety.

To test this hypothesis it was necessary to calculate the multiple correlations through stepwise regression analysis of the following predictors: facilitative purposes with pupils present, remedial purposes with pupils present, combined remedial and facilitative purposes with pupils present, total time spent working, average time per function and number of functions performed. The results are presented in Table 52.

Table 52

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables with Pupil(s) Present as Predictors of Pupils' Test Anxiety, Second Year

(N=14)

Variable	R	F	P
-TTSW	.23	.69	NS
-ATPF, -TTSW	.41	1.08	NS
-FD(P), -ATPF, -TTSW	.46	.88	NS
RP(P), -FD(P), -ATPF, -TTSW	.47	.65	NS
R&F(P), RP(P), -FD(P), -ATPF, -TTSW	.48	.48	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD(P)—Facilitate Development with Pupil(s) Present; RP(P)—Remediate a Problem with Pupil(s) Present; R&F(P)—Remediate a Problem and Facilitate Development with Pupil(s) Present.

The results indicate that no combinations of function *purposes* with pupils present and counselor *effort* variables significantly predict pupils' test anxiety.

On the basis of the above results null hypothesis 21b is not rejected.

Analysis of Pupils' Test Anxiety and *Purpose* of Function with Teacher(s) Present Plus Distribution of Counselor *Effort* Variables

The next hypothesis was directed at determining the relationship between pupils' test anxiety and how counselors served various *purposes* with teachers present and distributed their *effort.*

Null Hypothesis 21c. There is no significant combination of function purposes with teachers present and counselor *effort* variables which predict pupils' test anxiety.

To test this hypothesis it was necessary to identify the multiple correlations through stepwise regression analysis of the following predictors: facilitative purposes with teachers present, remedial purposes with teachers present, combined remedial and facilitative purposes with teachers present, total time spent working, number of functions performed, and average time per function. The results are presented in Table 53.

Table 53

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables with Teacher(s) Present as Predictors of Pupils' Test Anxiety, Second Year

(N=14)

Variable	R	F	P
-ATPF	.22	.60	NS
-NFP, -ATPF	.42	1.19	NS
R&F(T), -NFP, -ATPF	.64	2.33	NS
FD(T), R&F(T), -NFP, -ATPF	.67	1.79	NS
RP(T), FD(T), R&F(T), -NFP, -ATPF	.68	1.37	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD(T)—Facilitate Development with Teacher(s) Present; RP(T)—Remediate a Problem with Teacher(s) Present; R&F(T)—Remediate a Problem and Facilitate Development with Teacher(s) Present.

The results in Table 53 reveal that none of the combinations of function purposes with teachers present and counselor effort variables significantly predicted pupils' test anxiety.

On the basis of the above results null hypothesis 21c is not rejected.

Analysis of Pupils' Test Anxiety and *Type* of Function Performed Plus Distribution of Counselor *Effort* Variables

The next hypothesis sought to determine the relationship between pupils' test anxiety and *types* of functions performed by counselors plus distribution of counselor *effort* variables.

Null Hypothesis 21d. There is no significant combination of *types* of functions performed by counselors and distribution of counselor *effort* variables which predict pupils' test anxiety.

To test this hypothesis multiple correlations through stepwise regression analysis was used with the following predictors: individual and group counseling, developmental guidance activities, consulting and in-service activities, placement and testing, total time spent working, number of functions performed, and average time per function. The results are presented in Table 54.

Table 54

Multiple Correlations of Combinations of Counselor *Effort* and *Type* of Function Variables as Predictors of Pupils' Test Anxiety, Second Year

(N=14)

Variable	R	F	P
P&T	.34	1.58	NS
–TTSW, P&T	.51	1.92	NS
–ATPF, –TTSW, P&T	.58	1.65	NS
–C&I-S, –ATPF, –TTSW, P&T	.60	1.27	NS
–I&GC, –C&I-S, –ATPF, –TTSW, P&T	.63	1.03	NS
DGU&O, –I&GC, –C&I-S, –ATPF, –TTSW, P&T	.63	.76	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; I&GC—Individual and Group Counseling; DGU&O—Developmental Guidance Units and Orientation Activities; C&I-S—Consulting Conferences and Inservice; P&T—Placement and Testing.

The results in Table 54 reveal no combination of *type* of function performed and guidance worker *effort* variables predicted pupils' test anxiety.

On the basis of the above results null hypothesis 21d is not rejected.

Comparison of Pupils' Test Anxiety the First Year and the Second Year

The twenty-second research question aimed at determining if there was any difference between the test anxiety of pupils the first year and the second year.

Null Hypothesis 22. There is no significant difference between the test anxiety of pupils the first year and the second year.

To test this hypothesis the correlated t test was used to determine if any difference, if any occurred, was significant. The results are presented in Table 55.

Table 55

Comparison of Pupils' Test Anxiety the First Year and the Second Year

	MEAN	S.D.	N	t
First Year	4.75	.22	392	3.87***
Second Year	4.31	.23	392	

***Significant at the .001 level.

The data in Table 55 indicate that the test anxiety of pupils was significantly less the second year which was in the desired direction.

On the basis of the above results null hypothesis 22 is rejected.

Comparison of Pupils' Test Anxiety Lie Score the First Year and the Second Year

The twenty-third research question was directed at determining whether there was any difference between the test anxiety lie score of pupils the first year and the second year.

Null Hypothesis 23. There is no significant difference between the test anxiety lie score of pupils the first year and the second year.

To test this hypothesis the correlated t test was used to ascertain if any differences which occurred were significant. The results are presented in Table 56.

Table 56

Comparison of Pupils' Test Anxiety Lie Score the First Year and the Second Year

	MEAN	S.D.	N	t
First Year	7.50	.21	406	2.58**
Second Year	7.78	.20	406	

**Significant at the .01 level.

The results in Table 56 reveal that the lie score of pupils on the anxiety test increased significantly the second year.

On the basis of the above results null hypothesis 22 is rejected.

Pupil Achievement Rating

Analysis of Pupils' Achievement Rating and *Purpose* of Function Performed Plus Distribution of Counselor *Effort* Variables

The twenty-fourth research question sought to determine the relationship between pupils' academic achievement as rated by teachers and *purposes* of functions served by counselors, *types* of functions performed by counselors plus distribution of counselor *effort* variables. To answer this question four specific hypotheses (24a, 24b, 24c, 24d) were tested in an effort to search for possible combinations among function *purposes, types* of functions performed, and counselor *effort* variables which predict pupils' academic achievement.

Null Hypothesis 24a. There is no significant combination of *purposes* of functions and counselor *effort* variables which predict pupils' academic achievement rating.

To test this hypothesis multiple correlations through stepwise regression analysis was used on the following predictors: facilitative purposes, remedial purposes, combined remedial and facilitative, total time spent working, average time per function, and number of functions performed. The results are presented in Table 57.

Table 57

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables as Predictors of Pupils' Achievement Rating, Second Year

(N=14)

Variable	R	F	P
–R&F	.43	2.82	NS
–FD, –R&F	.44	1.31	NS
–TTSW, –FD, –R&F	.44	.81	NS
RP, –TTSW, –FD, –R&F	.44	.55	NS
–ATPF, RP, –TTSW, –FD, –R&F	.45	.40	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD—Facilitate Pupil Development; RP—Remediate a Problem; R&F—Remediate a Problem and Facilitate Development.

The results in Table 57 indicate that none of the combinations of function *purposes* and counselor *effort* variables significantly predicted pupils' academic achievement rating.

On the basis of the above results null hypothesis 24a is not rejected.

Analysis of Pupils' Achievement Rating and *Purpose* of Function Variables with Pupil(s) Present Plus Distribution of Counselor *Effort* Variables

The next hypothesis aimed at determining the relationship between pupils' achievement rating by teachers and *purposes* of functions with pupils present plus the distribution of counselor *effort* variables.

Null Hypothesis 24b. There is no significant combination of *purposes* of functions with pupils present and distribution of counselor *effort* variables which predict pupils' achievement rating.

To test this hypothesis it was necessary to determine the multiple correlations through stepwise regression analysis of the following predictors: facilitative purposes with pupils present, remedial purposes with pupils present, combination of remedial and facilitative purposes with pupils present, total time spent working, number of functions performed, and average time per function. The results are presented in Table 58.

Table 58

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables with Pupil(s) Present as Predictors of Pupils' Achievement Rating, Second Year

(N=14)

Variable	R	F	P
RP(P)	.20	.49	NS
FD(P), RP(P)	.24	.33	NS
-TTSW, FD(P), RP(P)	.28	.28	NS
-ATPF, -TTSW, FD(P), RP(P)	.30	.22	NS
-R&F(P), -ATPF, -TTSW, FD(P), RP(P)	.31	.17	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD(P)—Facilitate Development with Pupil(s) Present; RP(P)—Remediate a Problem with Pupil(s) Present; R&F(P)—Remediate a Problem and Facilitate Development with Pupil(s) Present.

The results indicate that none of the combinations of function *purposes* with pupils present plus distribution of counselor *effort* variables significantly predicted pupils' academic achievement rating.

On the basis of the above results null hypothesis 24b is not rejected.

Analysis of Pupils' Achievement Rating and *Purpose* of Function Variables with Teacher(s) Present Plus Distribution of Counselor *Effort* Variables

The next hypothesis was directed at determining the relationship between pupils, achievement rating by teachers and *purposes* of functions with teachers present plus distribution of counselor *effort* variables.

Null Hypothesis 24c. There is no significant combination of *purposes* of functions with teachers present plus distribution of counselor *effort* variables which predict pupils' achievement rating.

To test this hypothesis multiple correlations through stepwise regression analysis was used on the following predictors: facilitative purposes with teachers present, remedial purposes with teachers present, combined remedial and facilitative purposes with teachers present, number of functions performed, total time spent working, and average time per function. The results are presented in Table 59.

Table 59

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables with Teacher(s) Present as Predictors of Pupils' Achievement Rating, Second Year

(N=14)

Variable	R	F	P
-R&F(T)	.42	2.60	NS
-ATPF, -R&F(T)	.43	1.27	NS
-RP(T), -ATPF, -R&F(T)	.44	.78	NS
-TTSW, -RP(T), -ATPF, -R&F(T)	.44	.53	NS
-FD(T), -TTSW, -RP(T), -ATPF, -R&F(T)	.44	.38	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD(T)—Facilitate Development with Teacher(s) Present; RP(T)—Remediate a Problem with Teacher(s) Present; R&F(T)—Remediate a Problem and Facilitate Development with Teacher(s) Present.

The results reveal that no combination of *purposes* of functions with teachers present and counselor *effort* variables significantly predicted pupils' achievement rating.

On the basis of these results null hypothesis 24c is not rejected.

Analysis of Pupils' Achievement Rating and *Type* of Function Performed Plus Distribution of Counselor *Effort* Variables

The next hypothesis aimed at determining the relationship between pupils' achievement rating and *types* of functions performed by guidance workers plus the distribution of guidance worker *effort* variables.

Null Hypothesis 24d. There is no significant combination of *types* of functions performed by counselors and counselor *effort* variables which predict pupils' achievement rating.

To test this hypothesis multiple correlations through stepwise regression analysis was used on the following predictor variables: individual and group counseling, developmental guidance activities, consulting and in-service activities, placement and testing, total time spent working, average time per function, and number of functions performed. The results are presented in Table 60.

Table 60

Multiple Correlations of Combinations of Counselor *Effort* and *Type* of Function Variables as Predictors of Pupils' Achievement Rating, Second Year

(N=14)

Variable	R	F	P
–DGU&O	.37	1.93	NS
–TTSW, –DGU&O	.39	1.02	NS
C&I-S, –TTSW, –DGU&O	.41	.66	NS
–ATPF, C&I-S, –TTSW, –DGU&O	.42	.48	NS
P&T, –ATPF, C&I-S, –TTSW, –DGU&O	.42	.35	NS
I&GC, P&T, –ATPF, C&I-S, –TTSW, –DGU&O	.42	.26	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; I&GC—Individual and Group Counseling; DGU&O—Developmental Guidance Units and Orientation Activities; C&I-S—Consulting Conferences and In-service; P&T—Placement and Testing.

The results in Table 60 indicate that none of the combinations of types of functions performed by counselors and counselor effort variables was a significant predictor of pupils' achievement rating.

On the basis of the above results null hypothesis 24d is not rejected.

Comparison of Teachers Rating of Pupil Achievement the First Year and the Second Year

The twenty-fifth research question aimed at determining whether there was any difference between the mean rating of pupil achievement by teachers the first year and the second year.

Null Hypothesis 25. There is no significant difference between the teachers' rating of pupil achievement the first year and second year.

To test the hypothesis the correlated t test was used to determine if the difference, if any occurred, was significant. The results are presented in Table 61.

Table 61

Comparison of Teachers Rating of Pupils' Achievement the First Year and the Second Year

	MEAN	S.D.	N	t
First Year	2.54	.79	672	.87
Second Year	2.56	.79	672	

The data indicate that the difference in pupil mean achievement the first year and the second year was not significant.

On the basis of the above results null hypothesis 25 is not rejected.

Staff Perception of Appropriateness of Guidance Functions

Analysis of Staff Perception of the Appropriateness of the Guidance Functions and *Purpose* of Function Variables Plus Distribution of Counselor *Effort* Variables

The twenty-sixth research question aimed at determining the relationship between staff perception of the appropriateness of the guidance functions and *purpose* of function variables plus distribution of counselor *effort* variables. To answer this question four specific hypotheses (26a, 26b, 26c, 26d) were tested in an effort to search for possible combinations among purpose of function variables and counselor effort variables which predict staff perception of the appropriateness of guidance objectives.

Null Hypothesis 26a. There is no significant combination of *purpose* of function variables and distribution of counselor *effort* variables which predict staff perception of the appropriateness of the guidance objectives.

To test this hypothesis it was necessary to determine the multiple correlations through stepwise regression analysis of the following predictors: facilitative purposes, remedial purposes, combined remedial and facilitative purposes, total time spent working, number of functions performed, and average time per function. The results are presented in Table 62.

Table 62

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables as Predictors of Staff Perception of the Appropriateness of the Guidance Functions, Second Year

(N=14)

Variable	R	F	P
NFP	.64	8.16	.05
FD, NFP	.76	7.65	.01
RP, FD, NFP	.80	5.92	.05
–ATPF, RP, FD, NFP	.81	4.16	.05
–R&F, –ATPF, RP, FD, NFP	.81	2.99	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD—Facilitate Pupil Development; RP—Remediate a Problem; R&F—Remediate a Problem and Facilitate Development.

The results reveal that number of functions performed alone predicted the outcome with a .64 correlation which accounted for 40 per cent of criterion variance.

Number of functions performed plus facilitative purposes also predicted the criterion with a .76 correlation accounting for 58 per cent of criterion variance. Another combination included these two variables plus remedial purposes to correlate .80 with the criterion which accounted for 60 per cent of criterion variance.

A final combination included number of functions performed, facilitative purposes, remedial purposes and a negatively correlated variable, average time per function. The correlation of .81 accounted for 65 per cent of criterion variance.

On the basis of the above results null hypothesis 26a is rejected.

Analysis of Staff Perception of the Appropriateness of the Guidance Functions and *Purpose* of Function Variables with Pupil(s) Present Plus Distribution of Counselor *Effort* Variables

The next hypothesis sought to determine the relationship between staff perception of guidance functions appropriateness and *purpose* of function variables with pupils present plus distribution of counselor *effort* variables.

Null Hypothesis 26b. There is no significant combination of function *purpose* variables with pupils present and counselor *effort* variables which predict staff perception of guidance functions appropriateness.

To test this hypothesis it was necessary to determine the multiple correlations through stepwise regression analysis of the following predictors: facilitative purposes with pupils present, remedial purposes with pupils present, combined remedial and facilitative purposes with pupils present, total time spent working, number of functions performed, and average time per function. The results are presented in Table 63.

This analysis revealed a number of combinations which predict the criterion, total time spent working alone correlated .71 with the criterion and accounted for 50 per cent of criterion variance.

Total time spent working plus facilitating development with pupils present correlated .79 with the criterion and accounted for 62 per cent of criterion variance.

These two variables combined with a negatively correlated variable, average time per function, and yielded a .81 correlation

Table 63

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables with Pupil(s) Present as Predictors of Staff Perception of the Appropriateness of Guidance Functions, Second Year

(N=14)

Variable	R	F	P
TTSW	.71	12.06	.01
FD(P), TTSW	.79	8.99	.01
-ATPF, FD(P), TTSW	.81	6.33	.05
RP(P), -ATPF, FD(P), TTSW	.81	4.29	.05
R&F(P), RP(P), -ATPF, FD(P), TTSW	.81	3.05	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD(P)—Facilitate Development with Pupil(s) Present; RP(P)—Remediate a Problem with Pupil(s) Present; R&F(P)—Remediate a Problem and Facilitate Development with Pupil(s) Present.

with the criterion which accounted for 65 per cent of criterion variance.

A final set included the following predictors: total time spent working, facilitating developmental purposes with pupils present, average time per function (negative), and remedial purposes with pupils present. The correlation of .81 with the criterion accounted for 66 per cent of criterion variance.

On the basis of the above results null hypothesis 26b is rejected.

Analysis of Staff Perception of the Appropriateness of Guidance *Functions* and *Purpose* of Function Variables with Teacher(s) Present Plus Distribution of Counselor Effort Variables

The next hypothesis aimed at determining the relationship btween staff perception of guidance functions appropriateness and *purpose* of function variables with teachers present plus the distribution of counselor *effort* variables.

Null Hypothesis 26c. There is no significant combination of function *purpose* variables with teachers present and counselor *effort* variables which predict staff perception of appropriateness of the guidance functions.

To test this hypothesis multiple correlations through stepwise regression analysis was used on the following predictor variables: facilitative purposes with teachers present, remedial purposes with teachers present, combination remedial and facilitative purposes with teachers present, total time spent working, number of functions performed, and average time per function. The results are presented in Table 64.

Table 64

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables with Teacher(s) Present as Predictors of Staff Perception of the Appropriateness of Guidance Functions, Second Year

(N = 14)

Variable	R	F	P
NFP	.64	8.16	.05
FD(T), NFP	.65	4.04	.05
RP(T), FD,(T), NFP	.66	2.56	NS
-ATPF, RP(T), FD(T), NFP	.66	1.76	NS
R&F(T), -ATPF, RP(T), FD(T), NFP	.66	1.25	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD(T)—Facilitate Development with Teacher(s) Present; RP(T)—Remediate a Problem with Teacher(s) Present; R&F(T)—Remediate a Problem and Facilitate Development with Teacher(s) Present.

The results in Table 64 reveal that two variables predict the criterion. Number of functions performed correlated .64 with the criterion accounting for 40 per cent of criterion variance. Combining this variable with facilitative purposes with teachers present yielded a correlation of .65 which accounted for 42 per cent of criterion variance.

On the basis of the above results null hypothesis 26c is rejected.

Analysis of Staff Perception of the Appropriateness of Guidance Functions and *Type* of Function Variables Plus Distribution of Counselor *Effort* Variables

The next hypothesis sought to determine the relationship between staff perception of the appropriateness of the guidance functions and *type* of function performed plus the distribution of counselor *effort* variables.

Null Hypothesis 26d. There is no significant combination of *type* of function variables and counselor *effort* variables which predict staff perception of the appropriateness of guidance objectives.

To test this hypothesis multiple correlations through stepwise regression analysis was used on the following predictor variables: individual and group counseling, developmental guidance activities, consulting and in-service activities, placement and testing, total time spent working, number of functions performed, and average time per function. The results are presented in Table 65.

Table 65

Multiple Correlations of Combinations of Counselor *Effort* and *Type* of Function Variables as Predictors of Staff Perception of the Appropriateness of Guidance Functions, Second Year

(N = 14)

Variable	R	F	P
TTSW	.71	12.06	.01
C&I-S, TTSW	.75	6.87	.05
I&GC, C&I-S, TTSW	.79	5.56	.05
-ATPF, I&GC, C&I-S, TTSW	.84	5.33	.05
P&T, -ATPF, I&GC, C&I-S, TTSW	.84	3.97	.05
-DGU&O, P&T, -ATPF, I&GC, C&I-S, TTSW	.85	2.95	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; I&GC—Individual and Group Counseling; DGU&O—Developmental Guidance Units and Orientation Activities; C&I-S—Consulting Conferences and Inservice; P&T—Placement and Testing.

The results in Table 65 indicate that one variable alone and four combinations predict the criterion. Total time spent working yielded a .71 correlation with the criterion and accounted for 50 per cent of criterion variance.

Adding the consulting and in-service variable to total time spent working combined to yield a .75 correlation with the criterion and accounted for 56 per cent of criterion variance.

The total time spent working variable, consulting and inservice activities, plus individual and group counseling yielded a .79 correlation with the criterion accounting for 63 per cent of criterion variance.

One negatively correlated variable, average time per function, combined with the three variables above yielded a .84 correlation with the criterion which accounted for 70 per cent of criterion variance.

A final combination yielded a .84 correlation with the criterion and accounted for 71 per cent of criterion variance included the following predictor variables: total time spent working, consulting and in-service, individual and group counseling, average time per function (negative), and placement and testing.

On the basis of the above results null hypothesis 26d is rejected.

Staff Perception of the Achievement of Guidance Functions

Analysis of Staff Perception of the Achievement of Guidance Functions and *Purpose* of Function Variables Plus Distribution of Counselor *Effort* Variables

The twenty-seventh research question aimed at determining the relationship between staff perception of the achievement of guidance functions and how the counselor spent his time and effort. To answer this question four specific hypotheses (27a, 27b, 27c, 27d) were tested to search for possible combinations among function *purposes, types* of functions performed, and counselor *effort* variables which predict staff perception of the achievement of selected guidance functions.

Null Hypothesis 27a. There is no significant combination of function *purpose* variables and distribution of counselor *effort* variables which predict staff perception of the achievement of selected guidance functions.

To test this hypothesis multiple correlations through stepwise regression analysis was used on the following predictors: facilitative purposes, remedial purposes, combination remedial and facilitative purposes, number of functions performed, total time spent working, and average time per function. The results are presented in Table 66.

Table 66

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables as Predictors of Staff Perception of the Achievement of Guidance Functions, Second Year

(N = 14)

Variable	R	F	P
FD	.64	8.38	.05
-ATPF, FD	.80	9.58	.01
R&F, -ATPF, FD	.83	7.26	.01
-RP, R&F, -ATPF, FD	.83	5.02	.05
NFP, -RP, R&F, -ATPF, FD	.83	3.58	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD—Facilitate Pupil Development; RP—Remediate a Problem; R&F—Remediate a Problem and Facilitate Development.

The results in Table 66 indicate that one variable alone and three combinations predicted staff perception of the achievement of guidance functions. Facilitative purposes alone was predictive of the criterion with a .64 correlation accounting for 41 per cent of criterion variance.

Average time per function, negatively correlated with the criterion, and facilitative purposes together correlated .80 with the criterion and accounted for 64 per cent of criterion variance.

Average time per function (negative), facilitative purposes plus remedial and facilitative purposes formed another significant combination of predictors and yielded a .83 correlation which accounted for 69 per cent of criterion variance.

Average time per function (negative), facilitative purposes, remedial and facilitative purpose plus remedial purpose, negatively correlated, combined to form a final combination which yielded a .83 correlation with the criterion accounting for 69 per cent of criterion variance.

On the basis of these results null hypothesis 27a is rejected.

Analysis of Staff Perception of the Achievement of Guidance Functions and *Purpose* of Function Variables with Pupil(s) Present Plus Distribution of Counselor *Effort* Variables

The next hypothesis was directed at determining the relationships between staff perception of the achievement of selected guidance functions and *purpose* of function variables with pupils present plus the distribution of counselor *effort* variables.

Null Hypothesis 27b. There is no significant combination of *purpose* of function variables with pupils present and counselor *effort* variables which predict staff perception of the achievement of selected guidance functions.

To test this hypothesis multiple correlations through stepwise regression analysis was used on the following predictors: facilitative purposes with pupils present, remedial purposes with pupils present, combined remedial and facilitative purposes with pupils present, total time spent working, average time per function, and number of functions performed. The results are presented in Table 67.

Table 67

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables with Pupil(s) Present as Predictors of Staff Perception of Achievement of the Guidance Functions, Second Year

(N = 14)

Variable	R	F	P
TTSW	.57	5.90	.05
FD(P), TTSW	.68	4.65	.05
-RP(P), FD(P), TTSW	.75	4.38	.05
-ATPF, -RP(P), FD(P), TTSW	.78	3.56	NS
R&F(P), -ATPF, -RP(P), FD(P), TTSW	.78	2.53	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD(P)—Facilitate Development with Pupil(s) Present; RP(P)—Remediate a Problem with Pupil(s) Present; R&F(P)—Remediate a Problem and Facilitate Development with Pupil(s) Present.

The results in Table 67 reveal that one variable alone, total time spent working, correlated .57 with the criterion and accounted for 33 per cent of criterion variance.

Total time spent working plus facilitative purposes with pupils present yielded a correlation of .68 with the criterion and accounted for 46 per cent of criterion variance. Another significant combination was formed by adding remedial purposes with pupils present although negatively correlated with the criterion, to facilitative purposes with pupils present and total time spent working. This combination yielded a .75 correlation with the criterion and accounted for 58 per cent of criterion variance.

On the basis of the above results null hypothesis 27b is rejected.

Analysis of Staff Perception of the Achievement of Guidance Functions and *Purpose* Function Variables with Teacher(s) Present Plus Distribution of Counselor *Effort* Variables

The next hypothesis sought to determine the relationship between staff perception of the achievement of selected guidance functions and *purposes* of the functions performed by counselors with teachers present plus the distribution of counselor *effort* variables.

Null Hypothesis 27c. There is no significant combination of *purpose* of function variables with teachers present and guidance worker *effort* variables which predict staff perception of the achievement of selected guidance functions.

To test this hypothesis multiple correlations through stepwise regression analysis was used on the following predictor variables: facilitative purposes with teachers present, remedial purposes with teachers present, combination remedial and facilitative purposes with teachers present, total time spent working, average time per function and number of functions performed. The results are presented in Table 68.

Table 68

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables with Teacher(s) Present as Predictors of Staff Perception of Achievement of the Guidance Functions, Second Year

(N = 14)

Variable	R	F	P
R&F(T)	.55	5.18	.05
-ATPF, R&F(T)	.68	4.66	.05
RP(T), -ATPF, R&F(T)	.76	4.52	.05
TTSW, RP(T), -ATPF, R&F(T)	.83	5.13	.05
FD(T), TTSW, RP(T), -ATPF, R&F(T)	.84	3.72	.05

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD(T)—Facilitate Development with Teacher(s) Present; RP(T)—Remediate a Problem with Teacher(s) Present; R&F(T)—Remediate a Problem and Facilitate Development with Teacher(s) Present.

The results in Table 68 indicate that one variable alone was predictive with a .55 correlation with the criterion and accounted for 30 per cent of criterion variance. The single predictive variable, remediate and facilitative purposes with teachers present when added to average time per function, a negative correlated variable with the criterion, formed a significant combination yielding a .68 correlation with the criterion and accounting for 46 per cent of criterion variance.

Another combination was formed with remedial and facilitative purposes with teachers present, average time per function (negative) and remedial purposes with teachers present to yield a .76 correlation with the criterion accounting for 58 per cent of criterion variance.

Still another combination was formed with remedial and facilitative purposes with teachers present, average time per function (negative), remedial purposes with teachers present, and total time spent working to yield a .83 correlation with the criterion accounting for 70 per cent of criterion variance.

A final set consisted of the above variables plus facilitative purposes with teachers present and yielded a .84 correlation accounting for 70 per cent of criterion variance.

On the basis of the above results null hypothesis 27c is rejected.

Analysis of Staff Perception of the Achievement of Guidance Functions and *Type* of Functon Variables Plus Distribution of Counselor *Effort* Variables

The next hypothesis aimed at determining the relationship between staff perception of the achievement of selected guidance functions and the *type* of functions counselors carried out plus the distribution of counselor *effort* variables.

Null Hypothesis 27d. There is no significant combination of *type* of function variables and counselor *effort* variables which predict staff perception of the achievement of guidance functions.

To test this hypothesis multiple correlations through stepwise regression analysis was used on the following predictor variables: individual and group counseling, developmental guidance activities, consulting and in-service activities, placement and testing, total time spent working, number of functions performed, and average time per function. The results are presented in Table 69.

Table 69

Multiple Correlations of Combinations of Counselor *Effort* and *Type* of Function Variables as Predictors of Staff Perception of Achievement of Guidance Functions, Second Year

(N = 14)

Variable	R	F	P
-ATPF	.45	3.08	NS
P&T, -ATPF	.54	2.21	NS
DGU&O, P&T, -ATPF	.58	1.70	NS
I&GC, DGU&O, P&T, -ATPF	.65	1.62	NS
C&I-S, I&GC, DGU&O, P&T, -ATPF	.72	1.75	NS
TTSW, C&I-S, I&GC, DGU&O, P&T, -ATPF	.73	1.34	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; I&GC—Individual and Group Counseling; DGU&O—Developmental Guidance Units and Orientation Activities; C&I-S—Consulting Conferences and Inservice; P&T—Placement and Testing.

The results reveal that none of the various combinations of *type* of function variables and counselor *effort* variables was a significant predictor of staff perception of the achievement of guidance functions.

On the basis of the above results null hypothesis 27d is not rejected.

Staff Perception of Helpfulness of Guidance Functions

Analysis of Staff Perception of the Helpfulness of Guidance Functions and *Purpose* of Function Variables Plus Distribution of Counselor *Effort* Variables

The twenty-eighth research question sought to determine the relationship between staff perception of the helpfulness of guidance functions and how the guidance worker spent his (her) time and effort. To answer this question four specific hypotheses (28a, 28b, 28c, 28d) were tested to search for possible combinations among function *purposes*, *types* of functions performed, and counselor *effort* variables which predict staff perception of the helpfulness of guidance functions.

Null Hypothesis 28a. There is no significant combination of *purpose* of function variables and counselor *effort* variables which predict staff perception of the helpfulness of guidance functions.

To test this hypothesis multiple correlations through stepwise regression analysis was used on the following predictor variables: facilitative purposes, remedial purposes, combination remedial and facilitative purposes, total time spent working, number of functions performed and average time per function. The results are presented in Table 70.

Table 70

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables as Predictors of Staff Perception of Helpfulness of Guidance Functions Second Year

(N = 14)

Variable	R	F	P
FD	.55	5.31	.05
-ATPF, FD	.79	8.92	.01
R&F, -ATPF, FD	.81	6.22	.05
NFP, R&F, -ATPF, FD	.81	4.24	.05
-RP, NFP, R&F, -ATPF, FD	.81	3.03	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD—Facilitate Pupil Development; RP—Remediate a Problem; R&F—Remediate a Problem and Facilitate Development.

The results in Table 70 indicate one variable alone and three in combination predict the outcome variable. Facilitating development as a function purpose yielded a .55 correlation with the criterion which accounted for 31 per cent of criterion variance.

Average time per function was negatively correlated with the criterion but when combined with facilitative purposes yielded a .79 correlation with the criterion accounting for 62 per cent of criterion variance.

Another combination was formed by adding the remedial and facilitative purpose variable to average time per function (negative) and facilitative purpose variables which correlated .81 with the criterion and accounted for 65 per cent of criterion variance.

A final combination in this analysis included facilitative purpose, average time per function (negative), remedial and facilitative purpose variables plus the number of functions performed variable. This set yielded a .81 correlation accounting for 65 per cent of criterion variance.

On the basis of the above results null hypothesis 28a is rejected.

Analysis of Staff Perception of the Helpfulness of Guidance Functions and *Purpose* of Function Variables with Pupil(s) Present Plus Distribution of Counselor *Effort* Variables

The next hypothesis aimed at determining the relationship between staff perception of the helpfulness of guidance functions and *purpose* of functions served by counselors with pupils present and the distribution of counselor *effort* variables.

Null Hypothesis 28b. There is no significant combination of *purpose* of function variables with pupils present and counselor *effort* variables which predict staff perception of the helpfulness of guidance functions.

To test this hypothesis multiple correlations through stepwise regression analysis was used on the following predictor variables: facilitating developmental purposes with pupils present, remedial purposes with pupils, combination remedial and facilitative purposes with pupils present, total time spent working, average time per function, and number of functions performed. The results are presented in Table 71.

Table 71

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables with Pupil(s) Present as Predictors of Staff Perception of Helpfulness of Guidance Functions, Second Year

(N = 14)

Variable	R	F	P
NFP	.63	7.72	.05
FD(P), NFP	.70	5.17	.05
-RP(P), FD(P), NFP	.72	3.52	NS
-ATPF, -RP(P), FD(P), NFP	.72	2.40	NS
R&F(P), -ATPF, -RP(P), FD(P), NFP	.72	1.71	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD(P)—Facilitate Development with Pupil(s) Present; RP(P)—Remediate a Problem with Pupil(s) Present; R&F(P)—Remediate a Problem and Facilitate Development with Pupil(s) Present.

The results in Table 71 indicate that one variable alone, number of functions performed, was predictive as well as one combination of variables. Number of functions performed yielded a .63 correlation with the criterion and accounted for 39 per cent of criterion variance.

The number of functions performed variable when combined with time spent for facilitative purposes with pupils present yielded a .70 correlation with the criterion and accounted for 48 per cent of criterion variance.

On the basis of the above results null hypothesis 28b is rejected.

Analysis of Staff Perception of the Helpfulness of Guidance Functions and *Purpose* of Function Variables with Teacher(s) Present Plus Distribution of Counselor *Effort* Variables

The next hypothesis sought to determine the relationship between staff perception of the helpfulness of guidance functions and *purpose* of function variables with teachers present plus the distribution of counselor *effort* variables.

Null Hypothesis 28c. There is no significant combination of function *purposes* served by counselors with teachers present and counselor *effort* variables which predict staff perception of the helpfulness of guidance functions.

To test this hypothesis multiple correlations through stepwise regression analysis was used on the following predictor variables: facilitative purposes with teachers present, remedial purposes with teachers present, combination remedial and facilitative purposes with teachers present, total counselor time spent working, average time per function and number of functions performed. The results are presented in Table 72.

Table 72

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables with Teacher(s) Present as Predictors of Staff Perception of Helpfulness of Guidance Functions, Second Year

(N = 14)

Variable	R	F	P
-ATPF	.54	4.94	.05
R&F(T), -ATPF	.72	5.82	.05
RP(T), R&F(T), -ATPF	.77	4.78	.05
TTSW, RP(T), R&F(T), -ATPF	.81	4.30	.05
FD(T), TTSW, RP(T), R&F(T), -ATPF	.81	3.06	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD(T)—Facilitate Development with Teacher(s) Present; RP(T)—Remediate a Problem with Teacher(s) Present; R&F(T)—Remediate a Problem and Facilitate Development with Teacher(s) Present.

The results in Table 72 reveal that one variable alone and three combinations predict the criterion. Average time per function, negatively correlated with the criterion yielded a .54 correlation which accounted for 29 per cent of criterion variance.

Average time per function (negative) plus remedial and facilitative purposes with teachers present combined to yield a .72 correlation with the criterion accounting for 51 per cent of criterion variance.

Another combination included average time per function (negative), remedial and facilitative purposes with teachers present, remedial purposes with teachers present and total time spent working. This combination yielded a .81 correlation with the criterion and accounted for 66 per cent of criterion variance.

On the basis of the above results null hypothesis 28c is rejected.

Analysis of Staff Perception of the Helpfulness of Guidance Functions and *Type* of Function Variables Plus Distribution of Counselor *Effort* Variables

The next hypothesis was directed at determining the relationship between staff perception of the helpfulness of guidance functions and *type* of functions performed by counselors plus the distribution of counselor *effort* variables.

Null Hypothesis 28d. There is no significant combination of type of function variables and counselor effort variables which predict staff perception of the helpfulness of guidance functions.

To test this hypothesis multiple correlations through regression analysis was used on the following predictor variables: individual and group counseling, developmental guidance activities, consulting and in-service activities, placement and testing, total time spent working, average time per function, and number of functions performed. The results are presented in Table 73.

Table 73

Multiple Correlations of Combinations of Counselor *Effort* and *Type* of Function Variables as Predictors of Staff Perception of Helpfulness of Guidance Functions, Second Year

(N = 14)

Variable	R	F	P
-ATPF	.54	4.94	.05
P&T, -ATPF	.60	3.12	NS
C&I-S, P&T, -ATPF	.63	2.25	NS
DGU&O, C&I-S, P&T, -ATPF	.67	1.83	NS
I&GC, DGU&O, C&I-S, P&T, -ATPF	.72	1.73	NS
NFP, I&GC, DGU&O, C&I-S, P&T, -ATPF	.72	1.27	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; I&GC—Individual and Group Counseling; DGU&O—Developmental Guidance Units and Orientation Activities; C&I-S—Consulting Conferences and In-service; P&T—Placement and Testing.

The results in Table 73 indicate that one single variable was predictive of the criterion, average time per function, which was negatively correlated .54 with the criterion. This accounted for 29 per cent of criterion variance.

On the basis of the above results null hypothesis 28d is rejected.

Comparison of Teachers' Perception of the Guidance Functions the First Year and the Second Year

The twenty-ninth research question sought to determine whether there were any mean differences in the way teachers' perceived the guidance functions the first year compared to the second. To answer this question three specific hypotheses were tested (29a, 29b, 29c) comparing mean teachers' rating on the three guidance functions' scales: appropriateness of the guidance functions; achievement of the functions, and helpfulness of the guidance functions.

Null Hypothesis 29a. There is no significant difference between the teachers' perception of the appropriateness of the guidance functions the first year and the second year.

To test this hypothesis the uncorrelated t test was used to determine if any difference which occurred was significant. The results are presented in Table 74.

Table 74

Comparison of Teachers' Perception of Guidance Functions the First Year and the Second Year

		MEAN	S.D.	N	t
Appropriateness of Guidance Functions	First Year	4.07	.80	288	.97
	Second Year	4.14	.83	294	
Achievement of Guidance Functions	First Year	3.24	.90	288	.27
	Second Year	3.26	.93	294	
Helpfulness of Guidance Functions	First Year	3.13	.96	288	.31
	Second Year	3.10	1.01	294	

The results in Table 74 indicate that the difference in the teachers' perception of the appropriateness of the guidance functions the first year compared to the second year was not significant.

On the basis of the above results null hypothesis 29a is not rejected.

Comparison of the Teachers' Perception of the Achievement of the Guidance Functions the First Year with the Second Year

The next hypothesis aimed at determining whether there was any difference in teachers' perception of the achievement of the guidance functions the first year compared to the second year.

Null Hypothesis 29b. There is no significant difference between the teachers' perception of the achievement of the guidance functions the first year and the second year.

To test this hypothesis the uncorrelated t test was used to determine if difference, if any occurred, was significant. The results are presented in Table 74.

The results in Table 74 reveal that the difference in teachers' mean perception of achievement of the guidance functions was not significant.

On the basis of the above result null hypothesis 29b is not rejected.

Comparison of the Teachers' Perception of the Helpfulness of the Guidance Functions the First Year and the Second Year

The next hypothesis sought to determine if there was any difference in the way teachers perceived the helpfulness of the guidance functions the first year compared to the second year.

Null Hypothesis 29c. There is no significant difference between the teachers' perception of the helpfulness of the guidance functions the first year and the second year.

To test this hypothesis the uncorrelated t test was used to determine if any difference was significant. The results are presented in Table 74.

The results in Table 74 indicate that the difference between teachers' perception of the helpfulness of the guidance functions the first year and the second year was not significant.

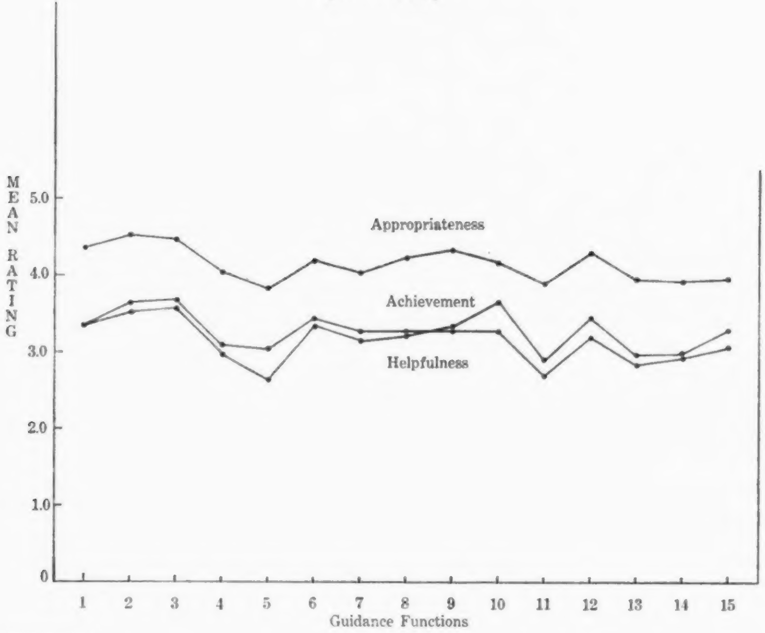
On the basis of the above results null hypothesis 29c is not rejected.

The mean teachers' rating the second year of each of the fifteen selected guidance functions is shown in Figure 1 for the appropriateness, achievement, and helpfulness scales (Table 134).

Figure 1

Mean Teacher Rating of Fifteen Selected Guidance Functions, Second Year

(N = 349)



Functions

1. Helping teachers to find and use techniques in the classroom which will meet the needs of children for affection, security, self-worth and success opportunities.
2. Providing counseling as needed for children, working through their normal growth and development problems.
3. Helping to identify and refer individual children needing services of specialists.
4. Developing a testing program that relates to the needs of the individual and the school.
5. Articulating guidance services with receiving Jr.-Sr. High Schools.
6. Interpreting pupil data to staff.
7. Coordinating efforts of school specialists.
8. Assisting in appropriate placement of children for learning purposes.
9. Working with the teacher in exploring and using approaches for learning more about children in her classroom.
10. Meeting with parents for orientation purposes, P.T.A. programs.
11. Assisting in introduction and orientation of pupils new to the school.
12. Working with parents (group counseling, group discussion) on child growth and development.
13. Helping teachers plan and conduct developmental guidance units.
14. Facilitating faculty small group discussions on child growth and development.
15. Help facilitate parent-teacher conferences.

Staff Openness to the Counselor

Analysis of Staff Openness to the Counselor and *Purpose* of Function Variables Plus Distribution of Counselor *Effort* Variables

The thirtieth research question sought to determine the relationship between staff openness to the guidance worker and how the guidance worker spent his time and effort. To answer this question four specific hypotheses (30a, 30b, 30c, 30d) were tested in an effort to search for possible combinations among function *purposes, types* of functions performed, and counselor *effort* variables which predict staff openness to the counselor.

Null Hypothesis 30a. There is no significant combination of *purpose* of function variables and counselor *effort* variables which predict staff openness to the counselor.

To test this hypothesis multiple correlations through stepwise regression analysis was used on the following predictor variables: facilitative purposes, remedial purposes, combined remedial and facilitative purposes, total counselor time spent working, number of functions performed, and average time per function. The results are presented in Table 75.

Table 75

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables as Predictors of Staff Openness to Counselor, Second Year

(N = 14)

Variable	R	F	P
FD	.55	5.27	.05
-ATPF, FD	.65	4.00	.05
TTSW, -ATPF, FD	.68	2.86	NS
R&F, TTSW, -ATPF, FD	.70	2.16	NS
RP, R&F, TTSW, -ATPF, FD	.71	1.62	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD—Facilitate Pupil Development; RP—Remediate a Problem; R&F—Remediate a Problem and Facilitate Development.

The results in Table 75 indicate that one variable alone and in combination with one other variable predict the criterion. Facilitative purposes yielded a .55 correlation with the criterion and accounted for 30 per cent of criterion variance.

Facilitative purposes plus average time per function, which was negatively correlated with the criterion, combined to yield a .65 correlation with the criterion. This accounted for 42 per cent of criterion variance.

On the basis of the above results null hypothesis 30a is rejected.

Analysis of Staff Openness to Counselor and *Purpose* of Function Variables with Pupil(s) Present Plus Distribution of Counselor *Effort* Variables

The next hypothesis aimed at determining the relationship between staff openness to the counselor and the *purpose* of functions served with pupils present plus the distribution of counselor *effort* variables.

Null Hypothesis 30b. There is no significant combination of function *purpose* variables with pupils present and counselor *effort* variables which predict staff openness to the counselor.

To test this hypothesis multiple correlations through stepwise regression analysis was used on the following predictors: facilitative purposes with pupils present, remedial purposes with pupils present, combination remedial and facilitative purposes with pupils present, total time spent working, number of functions performed, and average time per function. The results are presented in Table 76.

Table 76

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables with Pupil(s) Present as Predictors of Staff Openness to Counselor, Second Year

(N = 14)

Variable	R	F	P
FD(P)	.54	4.99	.01
NFP, FD(P)	.65	4.07	.05
R&F(P), NFP, FD(P)	.66	2.52	NS
-ATPF, R&F(P), NFP, FD(P)	.66	1.72	NS
RP(P), -ATPF, R&F(P), NFP, FD(P)	.66	1.23	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD(P)—Facilitate Development with Pupil(s) Present; RP(P)—Remediate a Problem with Pupil(s) Present; R&F(P)—Remediate a Problem and Facilitate Development with Pupil(s) Present.

The results in Table 76 reveal that one variable alone and in combination with one other variable predict the criterion. Facilitating purposes with pupils present yielded a correlation of .54 with the criterion accounting for 29 per cent criterion variance.

Facilitative purposes with pupils present combined with number of functions performed to yield a .65 correlation with the criterion and accounted for 43 per cent of criterion variance.

On the basis of the above results null hypothesis 30b is rejected.

Analysis of Staff Openness to the Counselor and *Purpose* of Function Variables with Teacher(s) Present Plus Distribution of Counselor *Effort* Variables

The next hypothesis aimed at determining the relationship betwen staff openness to the counselor and *purpose* of functions served by counselors with teachers present plus the distribution of counselor *effort* variables.

Null Hypothesis 30c. There is no significant combination of *purpose* of function variables with teachers present and counselor *effort* variables which predict staff openness to the counselor.

To test this hypothesis multiple correlations through stepwise regression analysis was used on the following predictor variables: facilitative purposes with teachers present, remedial purposes with teachers present, combination remedial and facilitative purposes with teachers present, total time spent working, number of functions performed, and average time per function. The results are presented in Table 77.

Table 77

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables with Teacher(s) Present as Predictors of Staff Openness to Counselor, Second Year

(N = 14)

Variable	R	F	P
NFP	.42	2.59	NS
-RP(T), NFP	.61	3.23	NS
FD(T), -RP(T), NFP	.62	2.10	NS
R&F(T), FD(T), -RP(T), NFP	.62	1.47	NS
-ATPF, R&F(T), FD(T), -RP(T), NFP	.63	1.05	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD(T)—Facilitate Development with Teacher(s) Present; RP(T)—Remediate a Problem with Teacher(s) Present; R&F(T)—Remediate a Problem and Facilitate Development with Teacher(s) Present.

The results in Table 77 reveal that none of the variables in combination significantly predict staff openness to the counselor. The variables analyzed included purpose of function variables with teachers present and counselor effort variables.

On the basis of the above results null hypothesis 30c is not rejected.

Analysis of Staff Openness to the Counselor and *Type* of Function Performed Plus Distribution of Counselor *Effort* Variables

The next hypothesis aimed at determining the relationship between staff openness to the counselor and the *types* of functions performed by counselors plus the distribution of counselor *effort* variables.

Null Hypothesis 30d. There is no significant combination of *type* of function variables and counselor *effort* variables which predict staff openness to the counselor.

To test this hypothesis multiple correlations through stepwise regression analysis was used on the following predictor variables: individual and group counseling, developmental guidance activities, consulting and in-service activities, placement and testing, total time spent working, number of functions performed, and average time function. The results are presented in Table 78.

Table 78

Multiple Correlations of Combinations of Counselor *Effort* and *Type* of Function Variables as Predictors of Staff Openness to Counselor, Second Year

(N=14)

Variable	R	F	P
C&I-S	.37	1.90	NS
I&GC, C&I-S	.52	2.00	NS
-ATPF, I&GC, C&I-S	.61	2.01	NS
P&T, -ATPF, I&GC, C&I-S	.63	1.49	NS
-DGU&O, P&T, -ATPF, I&GC, C&I-S	.63	1.10	NS
NFP, -DGU&O, P&T, -ATPF, I&GC, C&I-S	.65	.83	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; I&GC—Individual and Group Counseling; DGU&O—Developmental Guidance Units and Orientation Activities; C&I-S—Consulting Conferences and Inservice; P&T—Placement and Testing.

The results in Table 78 indicate that none of the combinations of *type* of function variables and counselor *effort* variables significantly predict staff openness to the counselor.

On the basis of the above results null hypothesis 30d is not rejected.

Comparison of Staff Openness to the Counselor the First Year with the Second Year

The next hypothesis sought to determine whether there was any difference in staff openness to the counselor the second year compared to the first year.

Null Hypothesis 31. There is no significant difference between staff openness to the counselor the second year compared to the first year.

To test this hypothesis the uncorrelated t test was used to determine if difference, if any occurred, was significant. The results are presented in Table 79.

The results in Table 79 reveal that the difference in mean staff openness to the counselor the second year was not significant from the first year.

On the basis of the above results null hypothesis 31 is not rejected.

Table 79

Comparison of Staff Openness to the Counselor the First Year with the Second Year

(N=14)

	Mean	S.D.	t
First Year	63.24	7.58	.34
Second Year	63.99	5.58	

Staff Openness to Others

Analysis of Staff Openness to Others and *Purpose* of *Function* Variables Plus Distribution of Counselor *Effort* Variables

The thirty-second research question sought to determine the relationship between staff openness to others (friend, spouse, teacher colleague, principal, and counselor) and how the counselor spent his time and effort. This question was answered by four specific hypotheses (32a, 32b, 32c, 32d) presented to search for possible combinations among function *purposes*, *types* of functions performed, and counselor *effort* variables which predict staff openness to others.

Null Hypothesis 32a. There is no significant combination of *purpose* of function variables and counselor *effort* variables which predict staff openness to others.

To test this hypothesis multiple correlations through stepwise regression analysis was used on the following predictor variables: time spent on facilitative purposes, time serving remedial purposes, time spent serving combination remedial and facilitative purposes, total time spent working, number of functions performed, and average time spent per function. The results are presented in Table 80.

Table 80

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables as Predictors of Staff Openness to Others, Second Year

(N=14)

Variable	R	F	P
-NFP	.37	1.98	NS
FD, -NFP	.57	2.64	NS
-R&F, FD, -NFP	.62	2.11	NS
-RP, -R&F, FD, -NFP	.65	1.65	NS
-ATPF, -RP, -R&F, FD, -NFP	.65	1.19	NS
TTSW, -ATPF, -RP, -R&F, FD, -NFP	.66	.89	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD—Facilitate Pupil Development; RP—Remediate a Problem; R&F—Remediate a Problem and Facilitate Development.

The results in Table 80 reveal that none of the combinations of *purpose* of function variables and counselor *effort* variables predict staff openness to others.

Based on the above results null hypothesis 32a is not rejected.

Analysis of Staff Openness to Others and *Purpose* of Function Variables with Pupil(s) Present and Distribution of Counselor *Effort* Variables

The next hypothesis was directed at determining the relationship between staff openness to other individuals and *purposes* of function served by counselors with pupils present plus the distribution of counselor *effort* variables.

Null Hypothesis 32b. There is no significant combination of *purpose* of function variables with pupils present and counselor *effort* variables which predict staff openness to others.

To test this hypothesis multiple correlations through stepwise regression analysis was used on the following predictor variables: facilitative purposes with pupils present, remedial purposes with pupils present, remedial and facilitative purposes with pupils present, total time spent working, average time per function, and number of functions performed. The results are presented in Table 81.

Table 81

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables with Pupil(s) Present as Predictors of Staff Openness to Others, Second Year

(N=14)

Variable	R	F	P
FD(P)	.46	3.28	NS
-NFP, FD(P)	.63	3.67	NS
-RP(P), -NFP, FD(P)	.66	2.58	NS
-TTSW, -RP(P), -NFP, FD(P)	.66	1.81	NS
-R&F(P), -TTSW, -RP(P), -NFP, FD(P)	.67	1.31	NS
ATPF, -R&F(P), -TTSW, -RP(P), -NFP, FD(P)	.67	.97	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD(P)—Facilitate Development with Pupil(s) Present; RP(P)—Remediate a Problem with Pupil(s) Present; R&F(P)—Remediate a Problem and Facilitate Development with Pupil(s) Present.

The results in Table 81 indicate that none of the combinations of *purpose* of function with pupils present variables and counselor *effort* variables significantly predict staff openness to others.

On the basis of these results null hypothesis 32b is not rejected.

Analysis of Staff Openness to Others and *Purpose* of Function Variables with Teacher(s) Present Plus Distribution of Counselor *Effort* Variables

The next hypothesis sought to determine the relationship between staff openness to others and the *purposes* of functions served by counselors with teachers present plus the distribution of counselor *effort* variables.

Null Hypothesis 32c. There is no significant combination of *purpose* of function variables with teachers present and counselor *effort* variables which predict staff openness to others.

To test this hypothesis multiple correlations through regression analysis was used on the following predictor variables: facilitative purposes with teachers present, remedial purposes with teachers present, combined remedial and facilitative purposes with teachers present, total time spent working, number of functions performed, and average time per function. The results are presented in Table 82.

Table 82

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables with Teacher(s) Present as Predictors of Staff Openness to Others, Second Year

(N=14)

Variable	R	F	P
-RP(T)	.43	2.71	NS
-NFP, -RP(T)	.45	1.37	NS
-FD(T), -NFP, -RP(T)	.45	.85	NS
-TTSW, -FD(T), -NFP, -RP(T)	.46	.59	NS
ATPF, -TTSW, -FD(T), -NFP, -RP(T)	.46	.42	NS
-R&F(T), ATPF, -TTSW, -FD(T), -NFP, -RP(T)	.46	.30	NS

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD(T)—Facilitate Development with Teacher(s) Present; RP(T)—Remediate a Problem with Teacher(s) Present; R&F(T)—Remediate a Problem and Facilitate Development with Teacher(s) Present.

The results in Table 82 reveal that none of the combinations of *purpose* of function variables with teachers present and counselor *effort* variable was a significant predictor of staff openness to others.

On the basis of the above results null hypothesis 32c is not rejected.

Analysis of Staff Openness to Others and *Type* of Function Performed Plus Distribution of Counselor *Effort* Variables

The next hypothesis sought to determine the relationship between staff openness to others and the *type* of functions performed by counselors plus the distribution of counselor *effort* variables.

Null Hypothesis 32d. There is no significant combination of *type* of function variables and counselor *effort* variables which predict staff openness to others.

To test this hypothesis multiple correlations through stepwise regression analysis was used on the following predictor variables: individual and group counseling, developmental guidance activities, consulting and in-service activities, placement and testing, total time spent working, number of functions performed, and average time function. The results are presented in Table 83.

Table 83

Multiple Correlations of Combinations of Counselor *Effort* and *Type* of Function Variables as Predictors of Staff Openness by Others, Second Year

(N=14)

Variable	R	F	P
C&I-S	.41	2.45	NS
-NFP, C&I-S	.62	3.52	NS
I&GC, -NFP, C&I-S	.70	3.23	NS
ATPF, I&GC, -NFP, C&I-S	.74	2.73	NS
-DGU&O, ATPF, I&GC, -NFP, C&I-S	.82	3.36	NS
-TTSW, -DGU&O, ATPF, I&GC, -NFP, C&I-S	.90	5.05	.05
-P&T, -TTSW, -DGU&O, ATPF, I&GC, -NFP, C&I-S	.92	4.49	.05

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; I&GC—Individual and Group Counseling; DGU&O—Developmental Guidance Units and Orientation Activities; C&I-S—Consulting Conferences and Inservice; P&T—Placement and Testing.

The results in Table 83 indicate that two combinations were predictive of the criterion. Total time spent working, developmental guidance activities (negatively correlated), average time per function, individual and group counseling, number of functions performed (negatively correlated), and consulting and inservice activities yielded a .90 correlation with the criterion accounting for 81 per cent of criterion variance.

These same variables in combination with an additional variable, placement and testing (negatively correlated), yielded a correlation of .92 with the criterion, and accounted for 84 per cent of criterion variance.

On the basis of the above results null hypothesis 32d is rejected.

Comparison of Teachers' Openness to Others the First Year with the Second Year

The thirty-third research question sought to determine whether there was any difference between the general openness of teachers to others the first year and the second year.

Null Hypothesis 33. There is no difference between the openness of teachers the first with the second year.

To test this hypothesis both the correlated and uncorrelated t tests were used to determine if any difference which occurred was significant. The results are presented in Table 84.

Table 84

Comparison of Teachers' Openness to Others the First and the Second Year

	MEAN	N	S.D.	t
First Year	326.50	243	65.55	uncorrelated 2.62**
Second Year	342.05	172	49.61	
First Year	344.08	100	50.54	correlated .42
Second Year	341.79	100	53.23	

**Significant at .01 level.

The data in Table 84 reveal that the difference between the two years was not significant in comparing only those teachers who responded both years, however, when including others who responded only one year and/or who were new to the school the second year the increase the second year was significant.

On the basis of the above results null hypothesis 32 is sustained for teachers responding both years but rejected when including others who responded only one year.

Parent Guidance Attitude

Analysis of Parents' Attitude Toward Guidance and *Purpose* of Function Performed Plus Distribution of Counselor *Effort* Variables

The thirty-fourth research question aimed at determining the relationship between parents' guidance toward guidance and how counselors served various *purposes* and distributed their *effort*. To answer this research question four specific hypotheses (34a, 34b, 34c, 34d) were tested searching for possible combinations among function *purposes*, *types* of functions performed and counselor *effort* variables which might predict favorable parental attitude toward guidance.

Null Hypothesis 34a. There is no significant combination of function *purposes* and counselor *effort* variables which predict favorable parents' attitude toward guidance.

To test this hypothesis multiple correlations through stepwise regression analysis was used with the following predictors: facilitative purposes, remedial purposes, combined remedial and facilitative purposes, total time spent working, number of functions performed, and average time per function. The results are presented in Table 85.

Table 85

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables as Predictors of Parents' Guidance Attitude, Second Year

(N=14)

Variable	R	F	P
-ATPF	.81	23.02	.01
RP, -ATPF	.90	24.13	.01
TTSW, RP, -ATPF	.91	16.68	.01
NFP, TTSW, RP, -ATPF	.94	17.78	.01
FD, NFP, TTSW, RP, -ATPF	.95	16.23	.01
R&F, FD, NFP, TTSW, RP, -ATPF	.96	13.12	.01

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD—Facilitate Pupil Development; RP—Remediate a Problem; R&F—Remediate a Problem and Facilitate Development.

The results indicate that one variable alone and five sets predicted high parental attitude toward guidance. Average time per function was negatively correlated with the criterion with a multiple correlation of .81 accounting for 65 per cent of the criterion variance. Average time per function (negative) added to remedial function purposes correlated .90 with the criterion and accounted for 81 per cent of the criterion variance formed a second set of predictors.

A third combination of predictors included average time per function (negative), remedial function purposes, plus total time spent working which correlated .91 with the criterion and accounted for 83 per cent of the criterion variance.

The fourth set of predictors included average time per function (negative), remedial purposes, total time spent working plus number of functions performed and yielded a correlation of .94 accounting for 89 per cent of the criterion variance.

The fifth combination yielded a correlation of .95 and accounted for 91 per cent of the criterion variance included the same set of the four variables above, plus time spent for facilitative purposes. A sixth set added combination remedial and facilitative purposes accounting for 92 per cent of the criterion variance. The correlation with the criterion was .96.

On the basis of the above results null hypothesis 34a is rejected.

Analysis of Parents' Attitude Toward Guidance and *Purpose* of Function Performed with Pupil(s) Present Plus Distribution of Counselor *Effort*

The next hypothesis was directed at determining the relationship between parental attitude toward guidance and function *purposes* with pupils present plus the way counselors distributed their *effort*.

Null Hypothesis 34b. There is no significant combination of function *purposes* with pupils present and counselor *effort* variables which predict favorable parents' attitude toward guidance.

To test this hypothesis multiple correlations through stepwise regression analysis was used with the following predictors: facilitative purposes with pupils present, remedial purposes with pupils present, combination of remedial and facilitative purposes with pupils present, total time spent working, average time per function and number of functions performed. The results are presented in Table 86.

Table 86

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables with Pupil(s) Present as Predictors of Parents' Guidance Attitude, Second Year

(N=14)

Variable	R	F	P
-ATPF	.81	23.02	.01
TTSW, -ATPF	.85	13.76	.01
NFP, TTSW, -ATPF	.91	15.57	.01
R&F(P), NFP, TTSW, -ATPF	.95	19.72	.01
RP(P), R&F(P), NFP, TTSW, -ATPF	.96	18.29	.01
FD(P), RP(P), R&F(P), NFP, TTSW, -ATPF	.96	13.61	.01

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD(P)—Facilitate Development with Pupil(s) Present; RP(P)—Remediate a Problem with Pupil(s) Present; R&F(P)—Remediate a Problem and Facilitate Development with Pupil(s) Present.

Five combinations and one variable singly were significant predictors of favorable parents' attitude toward guidance. Average time per function was negatively correlated with the criterion and yielded a correlation of .81 accounting for 66 per cent of the criterion variance.

Average time per function (negative) and total time spent working correlated .85 with the criterion and accounted for 71 per cent of the criterion variance to form a set of predictors.

Number of function performed, total time spent working, and average time per function (negative) correlated .91 with the criterion and accounted for 82 per cent of the criterion variance. This was a third set of significant predictors.

A fourth set included the following four variables: average time per function (negative), combination remedial and developmental purposes with pupils present, total time spent working plus number of functions performed. The correlation was .95 with the criterion and accounted for 90 per cent of the criterion variance.

A fifth set of predictors included average time per function (negative), remedial purposes with pupils present, total time spent working, number of functions performed plus combination purposes of a remedial and facilitative nature with pupils present. The correlation was .96 and accounted for 92 per cent of the criterion variance. A sixth set added time with pupils for facilitative purposes to the above combination (.96 correlation and 92 per cent of the criterion variance accounted for).

On the basis of the above results null hypothesis 34b is rejected.

Analysis of Parents' Attitude Toward Guidance and *Purpose* of Function Performed with Teacher(s) Present Plus Distribution of Counselor *Effort*

The next hypothesis aimed at determining whether there was any relationship between parental attitude guidance and the *purposes* of functions performed with the teachers present plus distribution of counselor *effort.*

Null Hypothesis 34c. There is no significant combination of *purposes* of functions performed with teachers present and counselor *effort* variables which predict favorable parents' attitude toward guidance.

To test this hypothesis multiple correlations through stepwise regression analysis was used with the following predictor variables: facilitative purposes with teachers present, remedial purposes with teachers present, combination of remedial and facilitative purposes with teachers present, number of functions performed, total time spent working, and average time per function. The results are presented in Table 87.

The results in Table 87 reveal that five combinations and one variable individually were significant predictors of parental attitudes towards guidance. Average time per function was negatively correlated with the criterion, .81 and accounted for 66 per cent of criterion variance.

Table 87

Multiple Correlations of Combinations of Counselor *Effort* and *Purpose* of Function Variables with Teacher(s) Present as Predictors of Parents' Guidance Attitude, Second Year

(N=14)

Variable	R	F	P
-ATPF	.81	23.02	.01
TTSW, -ATPF	.85	13.76	.01
NFP, TTSW, -ATPF	.91	15.57	.01
RP(T), NFP, TTSW, -ATPF	.92	11.87	.01
FD(T), RP(T), NFP, TTSW, -ATPF	.92	8.57	.01
F&R(T), FD(T), RP(T), NFP, TTSW, -ATPF	.92	6.25	.05

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; FD(T)—Facilitate Development with Teacher(s) Present; RP(T)—Remediate a Problem with Teacher(s) Present; R&F(T)—Remediate a Problem and Facilitate Development with Teacher(s) Present.

Average time per function (negative) plus total time spent working yielded a correlation of .85 accounting for 71 per cent of the criterion variance. Another combination of predictors included average time per function (negative), number of functions performed plus total time spent working and yielded .91 correlation with the criterion and accounted for 82 per cent of the criterion variance.

Another combination included these three above variables plus remedial function purposes with teachers present and yielded a correlation of .92 accounting for 84 per cent of the criterion variance. Still another set added time with teachers for facilitative purposes which correlated .92 with the criterion and accounting for 84 per cent of the criterion variance. The same correlation and variance was associated with a final set which added combination purposes with teachers to the above variables.

On the basis of the above results null hypothesis 34c is rejected.

Analysis of Parents' Attitude Toward Guidance and *Type* of Function Performed Plus Distribution of Counselor *Effort* Variables

The next hypothesis sought to determine the relationship between high parental attitude toward guidance and the various *types* of functions performed by counselor plus the distribution of counselor *effort* variables.

Null Hypothesis 34d. There is no significant combination of *types* of functions performed by counselors and distribution of counselor *effort* variables which predict favorable parents' attitude toward guidance.

To test this hypothesis multiple correlations through stepwise regression analysis was used on the following predictors: individual and group counseling, developmental guidance activities, consulting and in-service activities, placement and testing. total time spent working, number of functions performed, and average time per function. The results appear in Table 88.

Table 88

Multiple Correlations of Combinations of Counselor *Effort* and *Type* of Function Variables as Predictors of Parents' Guidance Attitude, Second Year

(N=14)

Variable	R	F	P
-ATPF	.81	23.02	.01
TTSW, -ATPF	.85	13.76	.01
NFP, TTSW, -ATPF	.91	15.57	.01
P&T, NFP, TTSW, -ATPF	.94	17.27	.01
DGU&O, P&T, NFP, TTSW, -ATPF	.95	15.46	.01
I&GC, DGU&O, P&T, NFP, TTSW, -ATPF	.98	23.20	.01
C&I-S, I&GC, DGU&O, P&T, NFP, TTSW, -ATPF	.98	17.75	.01

TTSW—Total Time Spent Working; NFP—Number of Functions Performed; ATPF—Average Time Per Function; I&GC—Individual and Group Counseling; DGU&O—Developmental Guidance Units and Orientation Activities; C&I-S—Consulting Conferences and In-service; P&T—Placement and Testing.

The result in Table 88 reveal that six combinations of predictors plus one variable alone were significant predictors of high parents' guidance attitude. Average time per function as a single variable predictor was negatively correlated with the criterion yielding a .81 correlation and accounting for 66 per cent of the criterion variance.

Average time per function (negative) and total time spent working, yielded a .85 correlation with the criterion and accounted for 71 per cent of the criterion varaince.

Average time per function (negative), total time spent working, plus number of functions performed yielded a .91 significant correlation with the criterion accounting for 82 per cent of the criterion variance. Adding placement and testing time to these variables yielded another significant set which correlated .94 with the criterion (88 per cent of the variance).

Another significant set of predictors included the following: average time per function (negative), developmental guidance activities, total time spent working, placement and testing, plus number of functions performed and yielded a correlation of .95

and accounted for 91 per cent of the criterion variance. Adding counseling time to these yielded another significant set with a .98 correlation with the criterion (95 per cent of the variance).

Adding the consulting and in-service variable to the above six variables produced a final significant combination of predictors which yielded a correlation of .98 with the criterion accounting for 95 per cent of criterion variance.

On the basis of the above results null hypothesis 34d is rejected.

Comparison of the Attitude of Parents Toward the Guidance Program the First Year with the Second Year

The thirty-fifth research question focused on determining whether there was any difference between the guidance attitude of parents the first year and the second year.

Null Hypothesis 35. There is no significant difference between the attitude of parents toward elementary school guidance the first and the second year.

To test this hypothesis the correlated t test was used to determine if difference, if any occurred, was significant. The results are presented in Table 89.

Table 89

Comparison of Parent Guidance Attitude the First Year and the Second Year

	MEAN	S.D.	N	t
First Year	2.92	.42	14	2.38*
Second Year	3.52	1.12	14	

*Significant at the .05 level.

The data in Table 89 show that the difference was significant (although the decreased score remained within the favorable range).

On the basis of the above results null hypothesis 35 is rejected.

PART III SEARCH FOR RELATIONSHIPS AMONG PUPIL-TEACHER-PARENT VARIABLES

Analysis of Teachers' and Principals' Perception of Counselor Helpfulness Qualities

The thirty-sixth research question aimed at determining the degree of the relationship between the principals' and teachers' perception of guidance worker helpfulness qualities.

Null Hypothesis 36. There is no significant relationship between the teachers' and the principals' perception of counselor helpfulness qualities.

To test the hypothesis the product-moment correlation was used to determine if the relationship was significantly different from zero. The results of this analysis are presented in Table 90.

Table 90

Comparison of Teachers' and Principals' Perception of Counselor Helpfulness Qualities the First Year and Second Year

	N	Mean	First Year	Second Year
Principals vs Teachers	P=13	120.50		
	T=327	116.84	.17	
	P=14	119.00		.24*
	T=278	113.07		

*Significant at the .05 level.

There was no significant relationship in the two perceptions the first year, however, the second year the relationship was significant with the principals perceiving the counselors as more helpful. The null hypothesis therefore was sustained for the first year but rejected for the second year.

Analysis of the Interrelationships Among Teachers' Perception of Counselor Helpfulness, Staff Openness to Counselor Colleague, and Staff Perception of Guidance Functions Variables

The thirty-seventh research question sought to determine the amount of relationship among the following variables: staff perception of counselor helpfulness, staff openness to counselor colleague and staff perception of three aspects of the guidance functions. First and second year comparisons were made on all variables.

Null Hypothesis 37. There is no significant relationship among the following variables: staff perception of counselor helpfulness qualities, staff openness to counselor colleague, staff perception of appropriateness of the guidance functions, staff perception of achievement of the guidance functions, and staff perception of helpfulness of the guidance functions.

To test the hypothesis the product-moment correlation was used to determine if relationships were significantly different from zero. The results of this analysis are presented in Table 91.

Table 91

Intercorrelations Among Staff Perception of Counselor Helpfulness, Staff Openness to Counselor, and Staff Perception of Guidance Function Variables the First Year and the Second Year

Variables		N+	Staff Perception of Counselor Helpfulness	N+	Staff Openness to Counselor	N+	Staff Perception of Appropriateness of Guidance Functions	N+	Staff Perception of Achievement of Guidance Functions
Staff Openness to Counselor	1st yr.	131/418	.26**						
	2nd yr.	181/351	.52**						
Staff Perception of Appropriateness of Guidance Functions	1st yr.	284/418	.28**	120/418	.31**				
	2nd yr.	253/351	.23*	185/351	.25**				
Staff Perception of Achievement of Guidance Functions	1st yr.	284/418	.43**	120/418	.48**	305/418	.38**		
	2nd yr.	253/351	.59**	185/351	.49**	332/351	.51**		
Staff Perception of Helpfulness of Guidance Functions	1st yr.	283/418	.46**	120/418	.46**	304/418	.33**	304/418	.86**
	2nd yr.	253/351	.57**	185/351	.48**	320/351	.45**	320/351	.88**

+The numerator of the fraction in the N column indicates the number of paired variables used in the calculation out of the possible pairs indicated by the denominator.

*Significant at the .05 level (two tailed).

**Significant at the .01 level (two tailed).

The correlation coefficients were significantly different from zero among all ten comparisons for both first and second year. Staff openness to the counselor was significantly related both years to staff perception of counselor helpfulness. Staff openness to the counselor was also significantly related both years to all three — appropriateness, achievement, and helpfulness — staff perceptions of the guidance functions.

Staff perception of counselor helpfulness besides being positively and significantly related to staff openness to the counselor was related to all three — appropriateness, achievement, and helpfulness — staff perceptions of the guidance functions.

In addition to relatedness of staff perception of guidance functions to staff openness to the counselor and staff perception of counselor helpfulness, the three staff perceptions of the functions were also related both years to each other. Therefore on the basis of the above results null hypothesis 37 is rejected.

Analysis of Interrelationships Between Teachers' Openness to Counselor and Teachers' Perception of Selected Guidance Functions

The thirty-eighth research question was aimed at finding the relationship between the teachers' openness to the counselor and how teachers perceive a selected group of guidance functions. First and second year measures were made.

Null Hypothesis 38. There is no significant relationship between teachers' openness to the counselor and the teachers' perception of the following selected group of guidance functions: help teachers find and use classroom techniques to meet a child's needs, help teachers identify and refer individual children to specialists, interpret pupil data to staff, assist in appropriate placement of children, work with teacher to find approaches for learning more about children, help teachers plan and conduct developmental guidance units, facilitate faculty small group discussions on child development, and help facilitate parent-teacher conferences.

To test the hypothesis the product-moment correlation was used to determine what relationships existed and, if so whether or not they were significantly different from zero. The results of this analysis are presented in Table 92.

Nineteen of the twenty-four first and second year comparisons were significant. The only nonsignificant correlations, five in all, were in the area of appropriateness. However, there was no significant correlation either year between teachers' openness to the counselor and teachers' perception of appropriateness of the functions "to help teachers find and use classroom techniques to meet child's needs." The first year there was no relationship to teachers' perceptions of appropriateness of the function, "to assist in appropriate placement of children," however, in the second year there was a significant relationship. This same no first year but yes second year relationship was also true for the function "to interpret pupil data to staff." There was no second year positive relationship between teacher openness to the guidance worker and teacher perception of appropriateness of the

Table 92

Intercorrelations Between Teacher Openness to the Counselor and Teachers' Perception of the Appropriateness, Achievement and Helpfulness of Selected Guidance Functions

		N+	Appropriateness	N+	Achievement	N+	Helpfulness
Help Teachers Find/ Use Classroom Techniques To Meet Child's Needs	1st yr.	119/418	.11	118/418	.27**	118/418	.28**
	2nd yr.	185/351	.18	185/351	.33**	185/351	.36**
Help Identify/Refer Individual Children to Specialists	1st yr.	119/418	.31**	116/418	.45**	115/418	.47**
	2nd yr.	185/351	.25**	185/351	.38**	185/351	.43**
Interpret Pupil Data to Staff	1st yr.	115/418	.18	110/418	.42**	110/418	.37**
	2nd yr.	185/351	.20*	185/351	.32**	185/351	.35**
Assist in Appropriate Placement of Children	1st yr.	120/418	.18	120/418	.36**	119/418	.32**
	2nd yr.	185/351	.25**	185/351	.42**	185/351	.40**
Work with Teacher to Find Approaches for Learning more about Children	1st yr.	119/418	.27**	116/418	.42**	117/418	.38**
	2nd yr.	185/351	.18	185/351	.38**	185/351	.41**
Help Teachers Plan and Conduct Developmental Guidance Units	1st yr.	120/418	.31**	119/418	.43**	119/418	.43**
	2nd yr.	185/351	.20*	185/351	.33**	185/351	.37**
Facilitate Faculty Small Group Discussion on Child Development	1st yr.	118/418	.24**	117/418	.43**	115/418	.31**
	2nd yr.	185/351	.24**	185/351	.35**	185/351	.37**
Help Facilitate Parent-Teacher Conferences	1st yr.	119/418	.21*	118/418	.42**	117/418	.35**
	2nd yr.	185/351	.23*	185/351	.37**	185/351	.38**

+The numerator of the fraction in the N column indicates the number of paired variables used in the calculation out of the possible pairs indicated by the denominator.

*Significant at the .05 level (two tailed).

**Significant at the .01 level (two tailed).

function "to work with teachers to find approaches for learning more about children." There was such a relationship the first year. Teacher openness to the counselor and teacher perception of appropriateness was significantly related both on the following function: help facilitate parent-teacher conferences, facilitate small group faculty group discussion on child development, help teachers plan and conduct developmental guidance units, and help identify and refer individual children to specialists.

The teachers perception of achievement of guidance functions as well as perception of helpfulness were significantly related on all of the eight guidance function both years to teachers openness. On the basis of the above results null hypothesis 38 is rejected on nineteen comparisons and sustained on the five as discussed.

Analysis of Comparisons of Interrelationships Among Personal-Social-Academic Variables of Children and the Parents' Guidance Attitude

The thirty-ninth research question sought to determine if any significant relationships existed among personal-social-academic characteristics of the children and the parents' guidance attitude. Comparisons were made for both years.

Null Hypothesis 39. There is no significant relationship among the following variables: parents' guidance attitude, children's social status, pupils' locus of control, pupils' academic self-concept, pupils' real self-concept, pupils' ideal self-concept, discrepancy between real and ideal self, pupils' test anxiety, pupils' lie score, and pupils' achievement rating.

To test the hypothesis the product-moment correlation was used to determine if the relationships were significantly different from zero. The results are presented in Table 93.

The results of the 37 comparisons both years indicate that out of a possible 74, 34 of them were significant, 40 were not. All but four, were significant both years. Those significant only the first year included pupils' discrepancy score with academic self-concept (negative), and pupils' discrepancy score with pupils' achievement rating (negative). Those significantly related only the second year included pupils' school anxiety and pupils' real self-concept, and school anxiety with pupils' locus of control. Both negative.

Pupils' locus of control was significantly related both years to the following variables: pupils' real self-concept, pupils' ideal self-concept, and pupils' achievement.

Pupils' academic self-concept was significantly related both years to the following variables: pupils' real self-concept, pupils' ideal self-concept, and pupils' achievement.

Table 93

Intercorrelations Among Pupil Personal-Social-Academic Variables and Parent Guidance Attitudes, The First Year and the Second Year

		N+	Pupils Socio-gram 2nd grade	N+	Pupils Locus of Control, 2nd and 5th	N+	Pupils Aca-demic Self-Con ept, 5th	N+	Pupils Real Self-Concept 5th	N+	Pupils Ideal Self-Concept	N+	Pupils Disc. Between Real and Ideal Selves 5th	N+	Pupils Test Anxiety Score (TASC) 5th	N+	Pupils TASC Lie Score 5th	N+	Parent Guid. Att. Score 2nd and 5th
Pupils Locus of Control 2nd	1 yr.	337/464	−.03																
	2 yr.	277/454	.00																
Pupils Academic Self-Concept 5th	1 yr.		—	454/454	.16														
	2 yr.		—	434/454	.08														
Pupils Real Self-Concept 5th	1 yr.		—	451/454	.22*	447/454	.48**												
	2 yr.		—	428/454	.20*	428/454	.47**												
Pupils Ideal Self-Concept 5th	1 yr.		—	450/454	.22*	447/454	.30**	447/454	.50**										
	2 yr.		—	426/454	.21*	427/454	.33**	420/454	.50**										
Pupils Discrepancy between Real and Ideal Selves, 5th	1 yr.		—	418/454	−.06	415/454	−.20*	425/454	−.60**	425/454	.34**								
	2 yr.		—	395/454	−.04	396/454	−.15	398/454	−.48**	398/454	.45**								
Pupils Test Anxiety Score (TASC), 5th	1 yr.		—	445/459	−.17	442/454	−.02	444/454	−.19	442/454	−.07	411/454	.18						
	2 yr.		—	419/454	−.24**	420/454	−.11	413/454	−.25**	413/454	−.08	383/454	.19						
Pupils TASC Lie Score 5th	1 yr.		—	451/454	.08	448/454	.11	448/454	−.03	448/454	.14	415/454	.12	452/454	.34**				
	2 yr.		—	427/454	.17	428/454	.07	421/454	−.06	420/454	.11	389/454	.11	422/454	.28**				
Parent Guidance Attitude Score 2nd and 5th	1 yr.	156/464	.01	429/916	.05	208/454	.09	210/454	.02	210/454	.04	197/454	.02	208/454	−.06	208/454	.00		
	2 yr.	136/464	.06	386/916	−.07	189/454	−.06	188/454	−.08	185/454	−.11	176/454	.02	182/454	−.01	186/454	.03		
Pupils Achievement Rating 2nd and 5th	1 yr.	309/464	.35**	856/916	.21*	432/454	.42**	430/454	.33**	429/454	.25**	397/454	−.21*	424/454	−.30**	430/454	.20*	423/916	.05
	2 yr.	279/464	.28**	811/916	.21*	423/454	.41**	417/454	.31**	415/454	.24**	387/454	−.11	409/454	−.28**	417/454	.21*	380/918	.02

The numerator of the fraction in the N column indicates the number of paired variables used in the calculation out of the possible pairs indicated by the denominator.

*Significant at the .05 level (two tailed).
**Significant at the .01 level (two tailed).
— Data not collected on younger children on this variable.

Pupils' real self-concept was significantly related both years to the following variables: pupils' ideal self-concept, pupils' discrepancy score (negative), and pupils' achievement.

Pupils' ideal self-concept was significantly related both years to the following variables: pupils' discrepancy score, and pupils' achievement.

Pupils' school anxiety was significantly related both years to pupils' lie score on anxiety and pupils' achievement (negative).

Pupils' anxiety lie score was significantly related both years to pupils' achievement.

None of the pupil personal-social variables was significantly related to parent guidance attitude.

On the basis of above results null hypothesis 39 is rejected on 34 comparisons and sustained in 40 of them.

Analysis of Comparisons of Interrelationships Among Mean Personal-Social-Academic Variables of Children, and Parent Guidance Attitude Variable with Teachers' Perception of Guidance Functions Variable and Teachers' Openness to Others

The fortieth research question was directed at determining the degree of relationship among these variables: mean school score for children's ratings of academic self-concept, real self-concept, ideal self-concept, test anxiety, locus of control, mean school ratings of parents' attitudes towards guidance, mean teachers' ratings of student achievement, and mean school ratings of teacher perception of three guidance functions. First and second year comparisons were made on all variables.

Null Hypothesis 40. There is no significant relationship among the following variables: mean school scores for pupils' academic self-concept, pupils' real self-concept, pupils' ideal self-concept, pupils' test anxiety, pupils' locus of control, mean school ratings of parents' guidance attitudes, mean pupil achievement ratings, and mean school ratings of teachers' perceptions of guidance functions.

To test this hypothesis product-moment correlations were calculated to determine if relationships were significantly different from zero. Table 94 presents the results of this analysis.

The results in Table 94 indicate that of the 30 comparisons both years for a total of 60 correlations, seven were significant. The teachers' perception of two of the guidance functions working with parents, and facilitating parent-teacher conferences was significantly related the first year to classroom mean scores on pupils' real self-concept, parents guidance attitude (negative), and staff perception both years of guidance functions helpfulness.

Teachers' perception of helpfulness of guidance functions was significantly correlated (negative) to parents' guidance attitude by classrooms the first year. It was significantly correlated the first year to teachers' openness to others.

Table 94

Interrelationship Among Personal-Social Variables of Pupils and Parent Guidance Attitude with Teacher Perception of the Guidance Functions, First Year and Second Year

		Teachers' Perception Guidance Functions 12 and 15	N+	Teachers' Perception Guidance Functions Helpfulness	N+	Teachers' Openness to others	N+
Mean Pupils' Locus of Control by Classroom	1st yr.	.08	82/101	−.06	86/101	.13	33/101
	2nd yr.	−.09	57/102	−.11	58/102	.13	35/102
Mean Pupils' Academic Self-Concept by Classroom	1st yr.	−.01	37/49	−.10	39/49	−.15	21/49
	2nd yr.	.16	31/50	.32	31/50	−.57*	18/50
Mean Pupils' Real Self-Concept by Classroom	1st yr.	.32*	37/49	.05	39/49	−.14	21/49
	2nd yr.	.30	31/50	.32	31/50	−.16	18/50
Mean Pupils' Ideal Self-Concept by Classroom	1st yr.	.09	37/49	−.04	39/49	−.04	21/49
	2nd yr.	.19	31/50	.32	31/50	−.04	18/50
Mean Pupils' Real-Ideal Discrepency by Classroom	1st yr.	−.24	37/49	−.16	39/49	−.02	21/49
	2nd yr.	−.03	31/50	.14	31/50	.06	18/50
Mean Pupils' Test Anxiety by Classroom	1st yr.	−.03	37/49	.13	39/49	.02	21/49
	2nd yr.	.17	31/50	.19	31/50	−.06	18/50
Mean Pupils' Test Anxiety Lie Score by Classroom	1st yr.	−.05	37/49	.01	39/49	.24	21/49
	2nd yr.	−.24	31/50	−.27	31/50	−.01	18/50
Mean Parents' Guidance Attitude	1st yr.	−.24*	81/101	−.24*	84/101	.04	31/101
	2nd yr.	−.05	59/102	−.11	60/102	−.29	37/102
Mean Achievement Rating	1st yr.	−.09	79/101	−.02	82/101	.27	32/101
	2nd yr.	−.04	56/102	−.03	57/102	.15	36/102
Teachers' Openness to Others	1st yr.	.16	114/389	.21*	120/389		
	2nd yr.	.13	190/387	.13	187/387		
Staff Perception Guidance Functions Helpfulness	1st yr.	.64*	291/389				
	2nd yr.	.73*	309/387				

+The numerator of the fraction in the N column indicates the number of paired variables used in the calculation out of the possible pairs indicated by the denominator.

*.05 level of significance (two tailed).

Teachers' openness to others was related significantly (negative) to one variable, pupils academic self-concept the second year.

On the basis of the above results null hypothesis 40 is rejected on 7 comparisons and sustained on 53.

Analysis of Comparisons Among Personal-Social Variables of Pupils', and Parents' Guidance Attitude with Teachers' Perception of Counselor Helpfulness

The forty-first research question aimed at determining the degree of relationships among selected personal-social variables of children, teachers' perception of counselor helpfulness qualities and the parents' guidance attitude variable. First and second year assessments were made on all variables.

Null Hypothesis 41. There is no significant relationship among the following variables: pupils' locus of control, pupils' academic self-concept, pupils' discrepancy between real and ideal self-concept, pupils' test anxiety and parents' attitude toward guidance with teachers' perception of counselor helpfulness.

To test the hypothesis the product-moment correlations between mean pupil and parent scores, with teachers' perception of counselor helpfulness were used to determine if the relationships were significantly different from zero. The results are presented in Table 95.

The results of the ten first and second year comparisons indicate that only two were significant. The first year, correlations of pupils' school anxiety and guidance attitude of parents (negative) were significantly related to teachers' perception of counselor helpfulness. On the basis of the above results null hypothesis 41 is rejected on two of the ten comparisons and sustained on eight of them.

Individual Counselor Effort

The counselors and their school staffs who participated in the study while being interested in the overall analysis of the mass of data which were collected over the two years deserve individual feedback (in coded form) on their efforts as well. How individual counselors spent their time on the various counselor *effort* and *purpose* of function-variables is shown in Figures 2-8 and Tables 98-105. The analyses in the main part of the study were based on statistical treatment, however, in retrospect for the sake of individual school and counselor benefit some logical and subjective analyses seems appropriate. To this end Tables

Table 95

Interrelationships Between Personal-Social Variables of Pupils and Parents' Guidance Attitude with Teachers' Perception of Counselor Helpfulness, First Year and Second Year

Variables		N+	Teachers' Perception of Counselor Helpfulness
Pupils' Locus of Control by Classroom 5th and 6th	1st yr.	$\frac{43}{50}$	−.17
	2nd yr.	$\frac{25}{51}$	−.20
Pupils' Academic Self-Concept by Classroom 5th and 6th	1st yr.	$\frac{43}{50}$	.22
	2nd yr.	$\frac{25}{51}$	.10
Pupils' Discrepency Between Real and Ideal Self-Concept by Classroom 5th and 6th	1st yr.	$\frac{43}{50}$	−.19
	2nd yr.	$\frac{25}{51}$	.02
Pupils' Test Anxiety by Classroom 5th and 6th	1st yr.	$\frac{43}{50}$	.30*
	2nd yr.	$\frac{25}{51}$	.15
Parents' Guidance Attitude by Classroom	1st yr.	$\frac{43}{50}$	−.36*
	2nd yr.	$\frac{25}{51}$	−.26

+ The numerator of the fraction in the N column indicates the number of paired variables used in the calculation out of the possible pairs indicated by the denominator.

*Significant at .05 level (two-tailed).

96 and 97 were compiled and also to provide further insight into individual counselor role and influence.

In Table 96, 13 of the 17 pupil-staff-parent variables found to be predictable from 31 selected* combinations of counselor function *purposes*, *types* of functions, and counselor *effort* variables are listed along with the predictor variables as well as the individual counselors whose role effort closely approximated the combination of predictors. High and low designations were generally based on those who were above the group mean for positive correlations and below the mean for the negative correlations for each appropriate variable in the combination of predictors.

Such a procedure is useful as descriptive indicators or rough guides to show a counselor where he stands on various outcome variables. However, again it must be kept in mind that *no* single role pattern was a common predictor of all guidance outcome var-

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*The significant combinations with the fewer number of variables accounting for a large share of the criterion variance were selected. Therefore not all significant predictor combinations are listed in Table 96.

Figure 2

Time Spent for Various Purposes, by Individual Counselor, Second Year (N = 14)

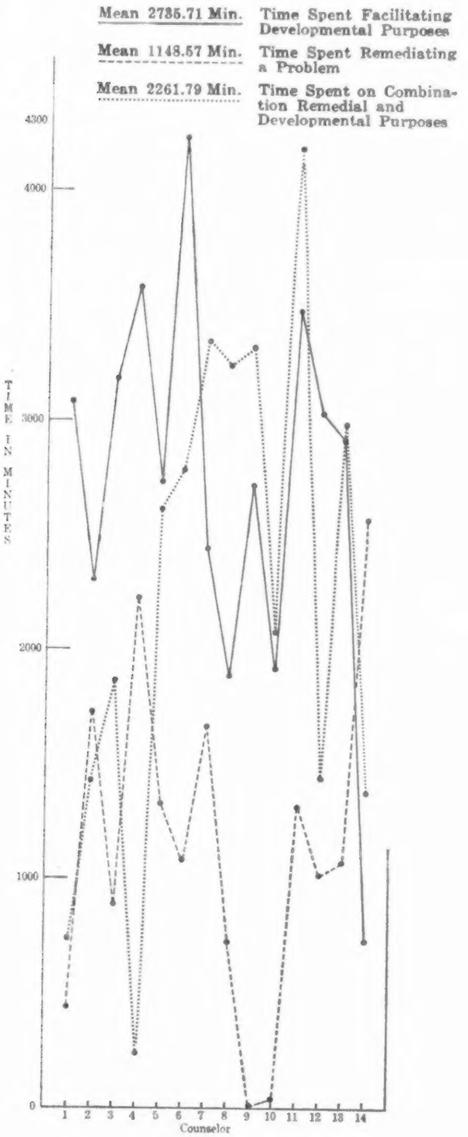


Figure 3
Time Spent on Various Purposes with
Pupils Present, by Individual Counselor, Second Year
(N = 14)

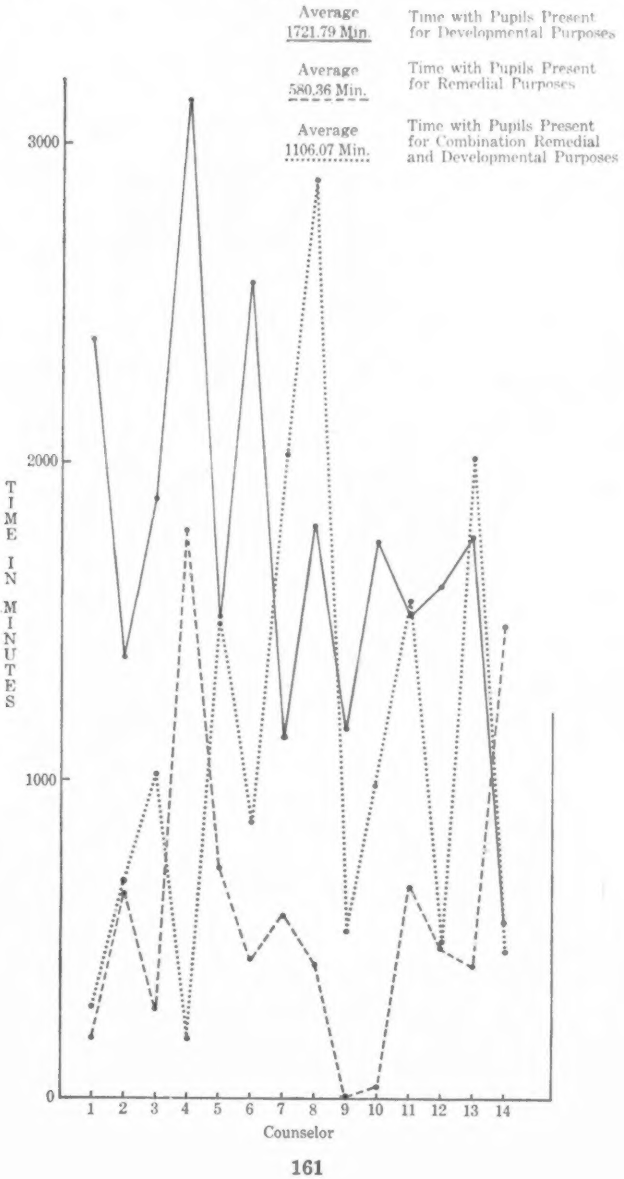


Figure 4

Time Spent for Various Purposes with Teachers Present, by Individual Counselor, Second Year

(N = 14)

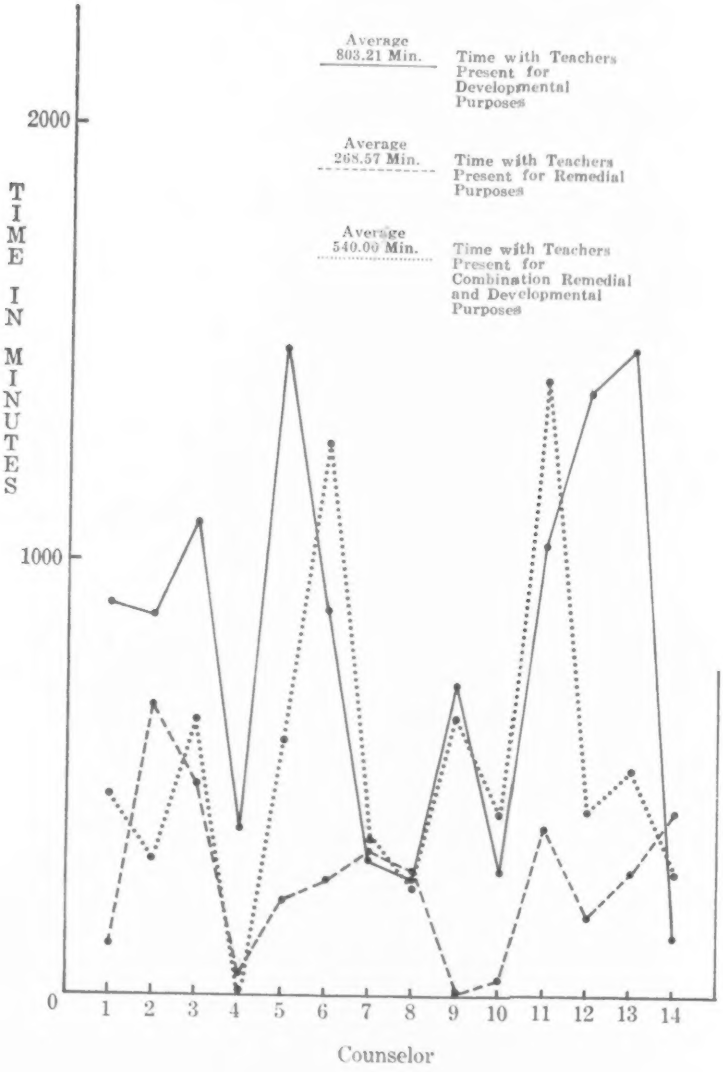


Figure 5

Time Spent on Various Types of Functions by Individual Counselor, Second Year (N = 14)

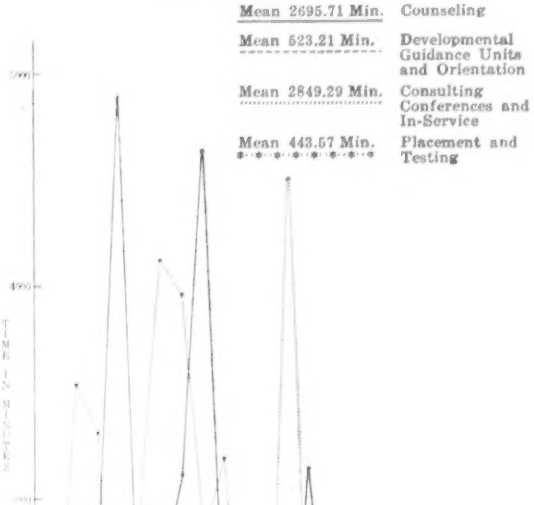


Figure 6
Number of Functions Performed by Individual Counselor, Second Year
(N = 14)

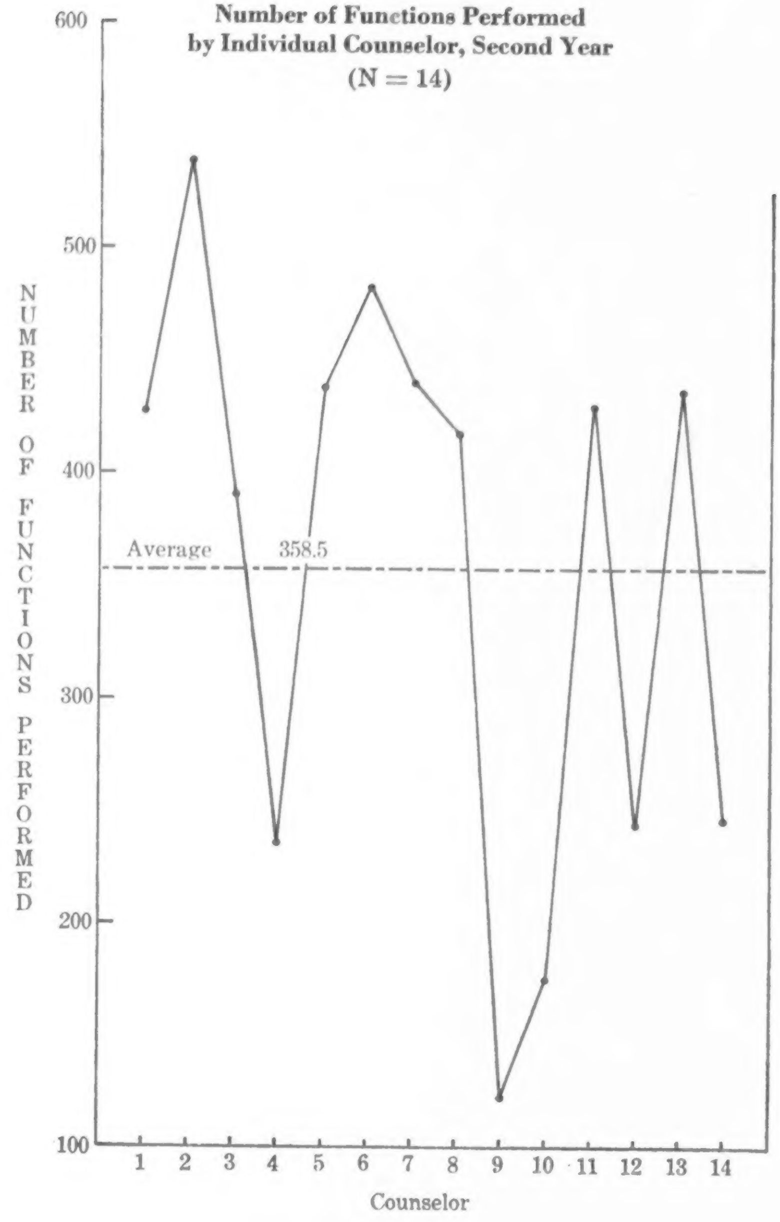


Figure 7
Average Time Spent Per Function, by Individual Counselor, Second Year
(N = 14)

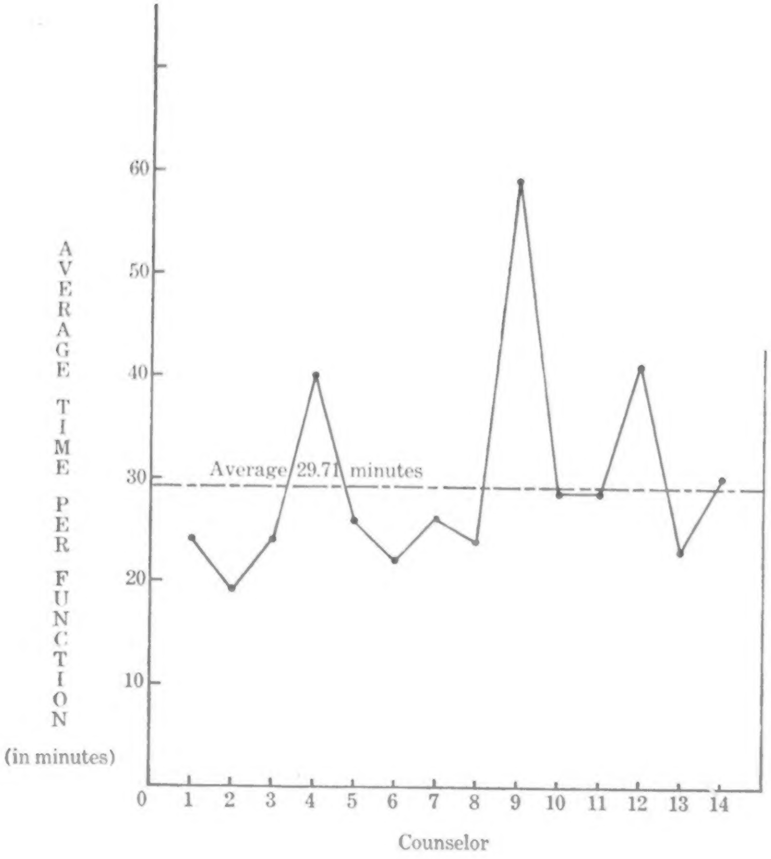
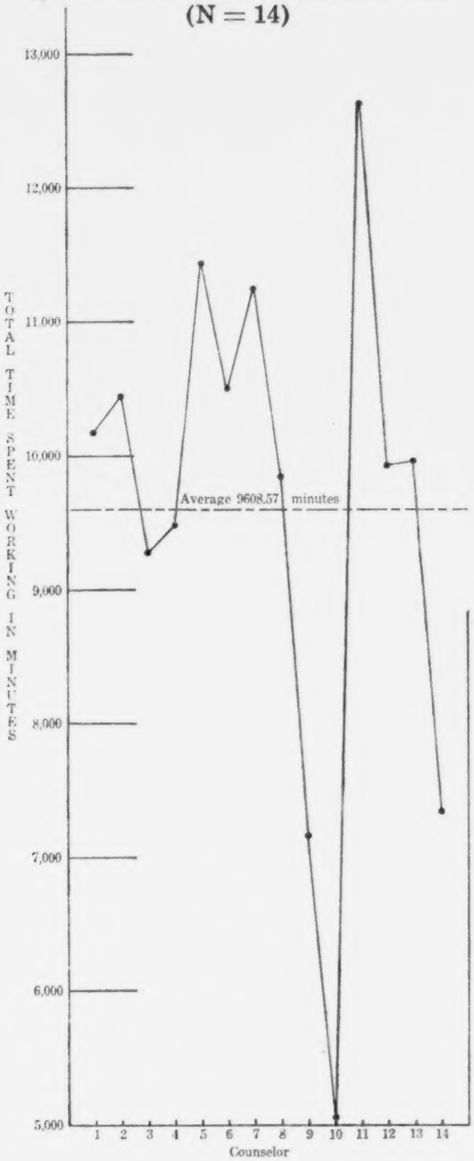


Figure 8
Total Counselor Time Spent Working, by Individual Counselor, Second Year
(N = 14)



iables (the highest was nine) but rather all three basic oriented roles (developmental, remedial, and combination remedial and developmental) were differential predictors. In other words, predicting high scores on one set of outcome variables was possible with one role pattern, a second set of outcome variables by another role pattern, and another set of outcome variables by still another role pattern. And again, it must be decided locally by some representative group (e.g. a guidance committee of teachers, parents, pupils and the principal and counselor) which guidance outcome variables (school anxiety, social status, academic self-concept, etc.) are most worthy of attention. Experimenting through manipulation of time spent across the various counselor function variables is called for in the hope of influencing in the desirable direction the outcome variables receiving the highest priority. Such a procedure would confirm or not confirm the relationships revealed in this study. The unknown variance though small may still be of major importance as well as some interaction effect not explainable within the parameter of this study.

According to the analysis two counselors' (Nos. 5 and 13) roles were associated with 13 selected predictable combinations and two counselors' roles (Nos. 7 and 8) were related to 12 significant combinations. Another (No. 6) was associated with 11 predictor combinations. Counselors Nos. 1 and 2 distributed their efforts and functions in such a way as to relate to 7 combinations each. Two counselors (Nos. 3 and 11) performed their role along the pattern of 5 combinations each. One other counselor (No. 9) spent his time and effort associated with 4 combinations and Nos. 10 and 14 counselors' roles were associated with two combinations of predictors. One counselor's (No. 12) role was associated with one set of variable in this analysis. One counselor (No. 4) was not associated with any predictor combinations in this analysis.

In Table 97 counselors are identified by code number whose pupils and staff mean scores on the three variables listed showed the most improvement in the desired direction the second year. It will be recalled that pupils and staff on these three variables made significant improvements the second year. One Counselor's (No. 4) school made strong gains on all three variables; another counselor (No. 10) school made high gains on two of the three variables and seven made strong gains on one of the three variables. Five of the counselors' schools (Nos. 5, 6, 11, 13, and 14) made either small gains or decreased in scores on these three variables. A summary of individual counselor apparent influence is as follows:

Table 96

Guidance Variables, Selected Combinations of Predictors, and Counselors Whose Role Approximated Predictor Patterns, Second Year

Outcome Variable	Combination of Predictors	Counselors Pattern of Effort Which Approximated Predictor Combination*
1. Pupil Perception of Counselor Helpfulness	a) high time serving remedial purposes, performed many functions, and low time serving developmental purposes.	Nos. 2 and 7
	b) high time serving remedial and facilitative purposes with pupils present and performing many functions.	Nos. 5, 7, 8, 11, and 13
	c) low time serving remedial and facilitative purposes with teachers present, performed many functions and high time serving remedial purposes with teachers present.	Nos. 2, 7, 8, and 13
	d) low average time per function, high time spent in individual & group counseling and high time in placement and testing.	Nos. 7 and 8
2. Pupil Social Status	a) high time per function, low number of functions, low total working time plus high time serving combination remedial and developmental purposes.	No. 9

	b) high time per function, low total time spent working, low number of functions plus low time with pupils for developmental purposes.	Nos. 9 and 14
	c) high time per function, low total time spent working, low number of functions performed plus low time with teachers for remedial purposes.	No. 9
	d) high time per function, low number of functions, low total time spent working, low time on placement and testing plus low time consulting and in-service.	Nos. 9 and 14
3. Pupil Academic Self-Concept	high time spent in placement and testing, low time in individual and group counseling and performed many functions.	No. 5
4. Pupil Real Self-Concept	high time spent on placement and testing.	Nos. 5, 7, 8, 10, and 11
5. Pupil Ideal Self-Concept	a) high time spent on remedial and facilitative purposes plus worked full days.	Nos. 5, 7, 11, and 13
	b) high time spent in individual and group counseling, high time in placement and testing and performed many functions.	Nos. 8 and 11

Table 96—Continued

Outcome Variable	Combination of Predictors	Counselors Pattern of Effort Which Approximated Predictor Combination*
6. Teacher Perception of Counselor Helpfulness	low time spent for facilitating development purposes with teachers present, low time spent for remedial purposes with teachers present, high time serving combination-remedial and developmental purposes with teachers present plus low time spent per function.	Nos. 6 and 10
7. Staff Perception of Appropriateness of Guidance Functions	a) high time spent for facilitative purposes, high time serving remedial purposes, low time per function, and performed many functions.	No. 5
	b) high time with pupils present serving developmental purposes, high time with pupils for remedial purposes, low time per function, plus worked full days.	No. 2
	c) high time with teachers present serving developmental purposes and performed many functions.	Nos. 1, 2, 3, 5, 6, 11, 13
	d) high time spent in consulting and in-service, high time in individual and group counseling, low time per function, and worked long days.	Nos. 7 and 8

8. **Staff Perception of Achievement of Guidance Functions**	a) high time spent serving facilitative purposes, high time serving combination remedial and facilitative purposes, high time serving remedial purposes and low time spent per function.	No. 5
	b) high time spent with pupils present for facilitative purposes, low time with pupils for remedial purposes, plus worked long days.	Nos. 1, 3, 6, 8, and 13
	c) high time with teachers for remedial and facilitative purposes, high time with teachers for remedial purposes, low time per function plus worked full days.	Nos. 6 and 13
9. **Staff Perception of Helpfulness of Guidance Functions**	a) high time serving developmental purposes, high time for combination remedial and facilitative purposes, low time per function and performed many functions.	Nos. 5, 6, and 13
	b) high time with pupils present for developmental purposes, and performed many functions.	Nos. 1, 3, 6, 8, and 13
	c) high time with teachers for remedial purposes, high time with teachers for remedial and facilitative purposes, low time per function, and worked full days.	Nos. 6 and 13
	d) low time per function.	Nos. 1, 2, 3, 5, 6, 7, 8, 13

Table 96—Continued

Outcome Variable	Combination of Predictors	Counselors Pattern of Effort Which Approximated Predictor Combination*
10. Staff Openness to Counselor	a) high time spent for facilitative purposes plus low time spent per function.	Nos. 1, 5, and 6
	b) high time spent with pupils present for facilitative purposes plus performed many functions.	Nos. 1, 3, 6, 8, and 13
11. Staff Openness to Others	low time spent on developmental guidance activities, high time per function, worked full days, high time in counseling, high time consulting and in-service plus performed low number of functions.	No. 12
12. Parents' Guidance Attitude	a) low average time per function, high number of functions performed, high total time spent working, and high time spent for remedial purposes.	Nos. 2, 5, 7
	b) low average time per function, high number of functions performed, high total time spent working, and high time with pupils present for combination of remedial and facilitative purposes.	Nos. 5, 7, 8, 13

c) low average time per function, high number of functions performed, high total time spent working, and high time with teachers for remedial purposes.	Nos. 2, 6, 7, 8, 13
d) low average time per function, high number of functions performed, high total time spent working, and high time spent on placement and testing.	Nos. 1, 5, 7

*See Tables 98, 99, 100, 101, 102, 103, 104, 105, 106, 122, 123, 125, 126, 127, 129, 131, 132, 133, 135, 136.

Table 97

Guidance Outcome Variables and Counselors Whose Pupils and Staff Showed Greatest Gains, Second Year

Variable	Counselors*
Pupils' Locus of Control	Nos. 4, 7, 8, and 9
Pupils' School Anxiety	Nos. 1, 2, 4, and 10
Staff Openness to Others	Nos. 3, 4, 10, and 12

*See Tables 124, 128, and 135.

Counselor 1 The analysis of this counselor's role indicated that the distribution of time across various function purposes, type of functions, and counselor effort variables was associated with significant combinations of predictors from the regression analysis for the following four guidance outcome variables: staff perception of guidance functions (appropriateness, achievement, and helpfulness) and staff openness to the counselor. In the first and second year comparisons this counselor's pupils also showed a strong decrease in school anxiety scores, another guidance outcome. Only one outcome variable influence concerned pupils, most of the influence seemed to be centered around staff.

Counselor 2 The distribution of this counselor's time across various function purposes, type of functions, and counselor effort variables was associated with significant combinations of predictors from the regression analyses for the following three guidance outcome variables: pupil perception of counselor helpfulness, staff perception of appropriateness and helpfulness of guidance functions. This counselor's pupils in the first and second year comparisons also showed one of the largest decreases in school anxiety and he participated in the helpful group counseling for low social status children.

Counselor 3 This counselor's role as revealed in the distribution of time across the various function purposes, type of functions performed, and counselor effort variables was associated with significant combinations of predictors for the following five guidance variables: staff perception of guidance functions (appropriateness, achievement and helpfulness) and staff openness to the counselor. In the first and second year comparisons this counselor's school staff also showed one of the highest openness to others. Of the five influences associated with this counselor all concerned staff; none were related to pupils except that he participated in the helpful group counseling for low social status children.

Counselor 4 The distribution of this counselor's time across various function purposes, type of functions, and counselor effort variables was associated with none of the selected significant combinations of predictors from the regression analysis. This counselor's pupils and staff in the first and second year comparisons showed some of the largest score gains on the following variables: pupil locus of control, school anxiety (decrease), and staff openness to others.

Counselor 5 This counselor's role based upon an analysis of time spent serving various purposes, performing many types of functions, and distribution of effort variables was associated in a positive way with the following nine outcome variables: pupil perception of counselor helpfulness, academic self-concept, real and ideal self-concepts, staff perception of guidance functions (appropriateness, achievement and helpfulness), staff openness to the counselor, and parent guidance attitude. This counselor was one of two whose roles were related positively to as many as nine outcome variables. The influence upon guidance outcomes was distributed to all three target groups — staff, pupils and parents.

Counselor 6 The analysis of role showed that the effort distributed across various purposes, types of functions and counselor effort variables was associated positively with the following six guidance outcome variables: teacher perception of counselor helpfulness, staff perception of guidance functions (appropriateness, achievement, and helpfulness), staff openness to counselor, and parent guidance attitude (the most favorable score). This is the second counselor whose role influence appears limited to staff and parents.

Counselor 7 The analysis of this counselor's role indicated that the distribution of time across the various function purposes, type of functions performed, and counselor effort variables was associated with significant combinations of predictors for the following six guidance outcome variables: pupil perception of counselor helpfulness, real and ideal self-concepts, and staff perception of guidance functions (appropriateness and helpfulness). A seventh additional outcome variable influence from the first and second year comparison was related to higher pupil locus of control scores. Counselor influence appears to be evenly distributed among children, staff and parents.

Counselor 8 This counselor's role as revealed in the analysis of function purpose type, and counselor variables from the regression technique showed that the combinations of predictors were related positively to the following eight outcome variables:

pupil perception of counselor helpfulness, real and ideal self-concepts, staff perception of guidance functions (appropriateness, achievement, and helpfulness), parent guidance attitude, and staff openness to counselor. A ninth influence revealed in the first and second year comparison that pupils' locus of control scores were among the highest tested the second year. Counselor role influence seems to be evenly distributed among children, parents and staff. This counselor was one of two whose roles were related to the largest number of positive influences (nine).

Counselor 9 The analysis of this counselor's role indicated that the distribution of time across the various function purposes, type of functions performed, and counselor effort variables was associated with significant combinations of predictors for pupil social status. A second outcome influence revealed in the first and second year comparisons was related to higher pupil locus of control scores. The influence of this counselor was limited to two pupil variables; this person also participated in the helpful group counseling with low social status children. There appears to be no impact upon staff or parent variables.

Counselor 10 The distribution of this counselor's energies across various function purposes, type of functions performed, and counselor effort variables was associated positively with the following two outcome variables based upon the combinations of significant predictors from the regression analysis: real self-concept and teacher perception of counselor helpfulness. In the first and second year comparisons two additional influences for a total of four were releated to stronger gain scores in staff openness to others and a decrease in pupil school anxiety. Counselor influence was distributed across both pupil and staff outcome variables. This counselor participated in the helpful group counseling with children of low peer status.

Counselor 11 The analysis of this role based upon time spent across various purposes of functions, type of functions performed, and counselor effort variables revealed four positive influences associated with significant combinations of predictors from the regression analysis. The role pattern was related positively to the following outcome variables: pupil perception of counselor helpfulness, real and ideal self-concepts, and staff perception of the appropriateness of guidance functions. The role impact was somewhat limited to a small number of outcomes, however, the counselor participated in the group counseling which was helpful for low social status children.

Counselor 12 This counselor role indicated that the distribution of energy across various function purposes, types of functions, and counselor effort variables was associated with significant combinations of predictors from the second year regression analysis for one outcome variable, staff openness to others. This influence was also confirmed through the higher gain scores of staff openness to others in the first year and second year comparisons. The influence of this counselor appears very limited in that impact was made on only one staff variable and no pupil outcome variable.

Counselor 13 The distribution of counselor effort across the various function purposes, types of functions performed, and counselor effort variables was related in a positive way to the following seven guidance variables from the significant combinations of predictors from the regression analysis: pupil perception of counselor helpfulness, ideal self-concept, staff perception of guidance functions (appropriateness, achievement, and helpfulness), parent guidance attitude, and staff openness to counselor. Counselor influence appears evenly distributed between pupil and staff variables. This counselor also participated in the helpful group counseling for children with the lowest peer status. This counselor's role influence was the third highest associated with outcome variables.

Counselor 14 The analysis of this counselor's role as revealed by the distribution of time across the various function purposes, type of functions performed, and counselor effort variables indicated through regression analysis that positive influence was associated with one variable, pupil social status. This counselor's role impact appears extremely limited, one pupil outcome variable. This counselor and counselor 12 had the least influence of all fourteen counselors, one outcome variable. This counselor also was assigned to work with the largest number of children.

Chapter 5

Summary, Conclusions and Recommendations

One purpose of this study was to determine whether or not a group of elementary school guidance workers performed functions which conform to a role consistent with a developmental approach to elementary school guidance. A theoretical framework and demonstration model was developed earlier and prospective project schools were encouraged to follow the developmentally oriented approach to elementary school guidance. One way to study the degree of model implementation was to log samples of a group of counselors' working days over a two-year period and examine how the time and effort were distributed according to the purposes of the functions and the various types of functions performed. A clue to model effectiveness, a second purpose of the study, was achieved by examining pupil-staff-parent guidance outcome variables comparing the second year with the first year as well as analyze counselor functions and counselor effort variables as possible predictors. Further insight as to relationships among pupil-staff-parent variables was possible by studying intercorrelations, the third part of the study.

Forty-one research questions (Chapter III, p. 51) were examined around the three general areas: 1) the nature of the guidance model which was actually implemented in the schools, that is, developmental, remedial, or a combination of remedial and developmental; 2) differential effectiveness of counselor role upon various guidance outcome variables as related to a) function purpose, b) type of function, and c) counselor effort variables; and 3) the nature and extent of relationships among important pupil-staff-parent guidance outcome variables.

The research sample consisted of fourteen elementary school counselors who participated in demonstration projects in Minnesota for the 1967-68 and 1968-69 school years. The analysis of counselor functions was based upon data collected from a 20 per cent sample of counselor working days during the first year (1967-68) and a 15 per cent sample the second year (1968-69). A total of 8,149 functions were studied, 3,130 the first year and 5,019 the second year. The first year 363 teachers were surveyed and 378 in the second year. There were fourteen principals in the study. A total of 463 second and 464 fifth graders were selected for a total sample of 927 pupils. The parents of these children were included in the study.

The instruments in the study included a function-log and a staff perception of guidance functions questionnaire developed specifically for the study. Other instruments were selected from the literature, and in some instances revised, to assess the following additional variables: pupil social status, academic self-concept, real and ideal self-concepts, school anxiety, locus of control, academic achievement, staff self-disclosure, perception of counselor helpfulness, and parental guidance attitude.

Analysis of the data was done through the use of analysis of variance, Scheffé test, t test, product-moment correlation and the multiple regression technique. The findings of the study were as follows:

PART I. MODEL IMPLEMENTATION FINDINGS

Purpose and Type of Function

Findings Related to Research Question 1: *In all activities will the counselors spend more time on developmental functions, remedial functions, or a combination of developmental and remedial functions?*

1. Elementary school guidance workers spent significantly more time both years on functions for the purpose of facilitating pupil development (25% and 28%)* than remediating pupil problems (12% and 12%, Tables 1, 2, § 109).

2. Counselors spent significantly more time both years on functions for the combination purpose of both remediating a problem and facilitating development (27% and 24%) than on functions for the purpose of remediating a problem (12% and 12%, Tables 1, 2, § 109).

3. Distribution of counselor time was not significantly different between functions for the purpose of facilitating development (25% and 28%) and a combination of remediating a problem and facilitating development (27% and 24%, Tables 1, 2, § 109).

(*Note:* There were other listings by counselors coded as "Other". See Table 109).

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*First year's per cent of time appears first and second year's per cent of time appears second in parenthesis.

Findings Related to Research Question 2: *Will counselors spend more time on consulting functions, individual and group counseling, developmental group guidance activities, or placement and testing functions?*

1. Counselors spent significantly more time both years on individual and group counseling type of functions (19% and 17%) than on developmental guidance units and orientation type of functions (4% and 6%, Tables 3, 4, § 111).

2. There was no significant differences between counselor time spent both years on individual and group counseling (27% and 28%) and consulting conferences and in-service type of functions (22% and 30%, Tables 3, 4, § 111).

3. Counselors spent significantly more time both years on individual and group counseling (27% and 28%) than on placement and testing type of functions (5% both years, Tables 3, 4, § 111).

4. Guidance workers spent significantly more time both years on consulting conferences and in-service type of functions (22% and 30%) than on developmental guidance units and orientation activities (4% and 6%, Tables 3, 4, § 111).

5. Counselor time both years was not significantly different between placement and testing type of functions (5% both years) and developmental guidance units and orientation activities (4% and 6%, Tables 3, 4, § 111).

6. Significantly more time both years was spent by counselors on consulting conferences and in-service (22% and 30%) than on placement and testing type of functions (5% both years, Tables 3, 4, § 111).

Purpose and Type of Function with Pupils Present

Findings Related to Research Question 3: *In contacts with pupils will counselors spend more time on functions with a developmental emphasis, a remedial emphasis or a combination of developmental and remedial?*

1. In contacts with pupils, counselors both years spent significantly more time on functions for the purpose of facilitating development (887.86 and 1721.79 minutes) than on functions for the purpose of remediating a problem (374.64 and 580.36 minutes, Table 6).

2. Counselors contacting pupils spent significantly more time both years on functions for the combination purpose of reme-

diating a problem and facilitating development (831.79 and 1106.07 minutes) than on remediating a problem alone (374.64 and 580.36, Table 6).

3. In pupil contact the first year, counselors did not spend a significantly different amount of time between functions serving facilitative purposes (887.86 minutes) and a combination function serving both remedial and facilitative purposes (831.79 minutes); however, the second year significantly more time was spent with pupils for the purpose of facilitating development (1721.79 minutes) than on functions for the purpose of both remediation and facilitation (1106.07 minutes, Table 6).

Findings Related to Research Question 4: *Is there a difference between functions performed the first year and the second year by elementary school counselors?*

1. Counselors significantly increased the amount of time spent the second year on all functions for the various purposes of guidance: facilitate development (1537.14 to 2735.71 minutes), remediate problems (733.21 to 1148.57 minutes), and a combination of both remediation and facilitation (1575.36 to 2261.79 minutes, Table 7).

2. In contacts with pupils counselors significantly increased the amount of time spent the second year on functions for the purpose of facilitating development (887.86 to 1721.79 minutes). Amount of time spent with pupils for combination purposes and remedial purposes changed but not significantly (831.79 to 1106.07 minutes and 374.64 to 580.36 minutes, respectively, Table 8).

3. Counselors significantly increased the amount of time spent the second year on three of the four types of functions. More time was spent on individual and group counseling (1618.57 to 2695.71 minutes), developmental guidance units and orientation activities (234.64 to 523.21 minutes), and consulting conferences and in-service activities (1347.86 to 2849.29 minutes). Time spent on placement and testing type of functions was not significantly different the first and second years (330.00 to 443.57 minutes, Table 9).

4. The average amount of counselor time spent in each function performed was not significantly different from one year to the next. The first year on the average 29.21 minutes were spent on the typical function and the second year 29.71 minutes (Table 10).

5. Counselors spent significantly more time on the job the second year of the study, averaging 160.14 hours for the days

sampled compared to 102.44 hours the first year. The difference is greater than it appears for in the first year 20 per cent of the school year was sampled while only 15 per cent the second year (Table 10).

6. Counselors performed significantly more functions the second year compared to the first year going from 223.57 functions in 1967-68 to 358.50 in 1968-69 (Table 10).

PART II. MODEL EFFECTIVENESS FINDINGS

Teacher Perception of Counselor Helpfulness

Findings Related to Research Question 5:	*What is the relationship between how teachers perceive the counselor on helpfulness qualities and how the counselor spends his time on the purposes of functions, the types of functions performed, and the counselor effort variables?*

1. Using the multiple stepwise regression technique time spent by counselors on the four types of functions and counselor effort variables were analyzed to determine if any variables singly or in combination were useful in predicting teachers' perception of counselor helpfulness. Analyzing the following counselor effort and type of function variables did not reveal any significant predictors: number of functions performed, average time spent per function, total time spent working, time spent on individual and group counseling, time spent on developmental guidance units and orientation activities, time spent on consulting conferences and in-service activities, and time spent, on placement and testing functions (Table 14).

2. Counselor time and effort spent on the following set of function purpose and counselor effort variables did not yield through regression analysis any predictors, singly or in combination, of teachers' perception of counselor helpfulness: number of functions performed, average time spent per function, total time spent working, time spent on functions for facilitative purposes, time spent for remediation purposes, time spent for a combination of both remedial and facilitative purposes (Table 11).

3. The following set of counselor effort and purpose of function with pupils present variables did not produce through multiple regression procedures any significant combination of predictors of teachers' perception of counselor helpfulness: time spent with pupils for facilitative purposes, time spent with pupils for remedial purposes, time spent with pupils for combination

of both remedial and facilitative purposes, average time spent per function, total time spent working, and number of functions performed by counselors (Table 12).

4. Analyzing the functions according to purpose when teachers were present and adding the counselor effort variables did produce four variables in combination which were significant predictors and produced a correlation of .81 accounting for 66 per cent of criterion variance. These predictors of teachers' perception of counselor helpfulness included the following: time spent on the combination function of remediation and facilitation with teachers present, facilitate development with teachers present, remediate a problem with teachers present and average time per function. Time on facilitation functions, remediation functions, and time per function was negatively correlated with the criterion in the above combination of significant predictors (Table 13).

Findings Related to Research Question 6:	*Is there a difference between the teachers' perception of counselor helpfulness the first year and the second year?*

1. Teachers, both matched (117.76 to 113.78) and unmatched (116.84 to 113.07), significantly decreased their perception of counselors' helpfulness qualities the second year (Table 15).

Pupil Perception of Counselor Helpfulness

Findings Related to Research Question 7:	*What is the relationship between pupil's perception of counselor helpfulness and how the counselor spends his time on the purposes of functions, the types of functions performed, and the counselor effort variables?*

1. Using the multiple regression technique time spent by counselors for various purposes and on different counselor effort variables yielded four combinations which were useful in predicting pupils' perception of counselor helpfulness. One variable alone, number of functions performed accounted for over half of criterion variance. Adding time spent serving facilitating developmental purposes (negative) combined to account for two-thirds of criterion variance. Nearly three-fourths (72 per cent) of criterion variance was accounted for by adding a third variable, time spent on remedial purposes, to the other two. Adding still more variables though significant predictors contributed only slightly to accounting for more criterion variance (Table 16).

2. Counselor time spent serving various purposes with pupils present and on the counselor effort variables also yielded four combinations of predictors of pupil perception of counselor helpfulness. One variable alone, time spent on combination purposes (remedial and developmental) with pupils present accounted for more than half (58 per cent) of criterion variance and adding a second variable, number of functions performed, accounted for more than three-fourths (78 per cent) of criterion variance. Adding additional variables though still significant predictors made little improvement in the amount of variance accounted for (Table 17).

3. Counselor time spent serving various purposes with teachers present and on counselor effort variables through regression analysis produced four sets of predictors and one variable alone was useful in predicting pupils' perception of counselor helpfulness. Number of functions performed by the counselor as a single variable accounted for more than half of criterion variance (53 per cent) and adding time spent by counselors serving combination remedial and facilitative purposes (negative) with teachers present accounted for nearly two-thirds (65 per cent) of criterion variance. Adding a third variable, remediate a problem with teachers present, accounted for just under three-fourths (71 per cent) of the criterion variance. The remaining significant predictors accounted for very little additional variance (Table 18).

4. Counselor time spent on various types of functions in combination with the counselor effort variables yielded two sets of significant predictors and one single predictor of pupils' perception of counselor helpfulness. Average time per function (negative) as a single predictor accounted for just under half (45 per cent) of criterion variance and adding a second variable, time spent in individual and group counseling activities, account for more than half (51 per cent) of criterion variance. Just under two-thirds (60 per cent) of criterion variance was accounted for by adding a third variable, placement and testing. Time spent on developmental guidance activities, consulting and in-service activities, and total time spent working were not significant predictors of pupils' perception of counselor helpfulness (Table 19).

Findings Related to Research Question 8: *Is there a difference between pupils' perception of counselor helpfulness the first and the second year?*

1. Pupils significantly decreased their perception of counselor helpfulness qualities the second year (111.56 to 105.83, Table 20).

Social Status

Findings Related to Research Question 9:	*What is the relationship between pupils' social status and how the counselor spends his time on the purposes of functions, the types of functions performed, and the counselor effort variables?*

1. Using the multiple regression analysis technique time spent by counselors serving various purposes and on different counselor effort variables yielded three combinations of predictors of pupil social status. Average time per function, number of functions performed (negative), and total time spent working (negative) accounted for 56 per cent of criterion variance. Adding time spent serving the combination function purpose to remediate a problem and facilitate development to the three variables above accounted for 65 per cent of criterion variance. Average time per function, total time spent working (negative), number of functions performed (negative), time serving combination remedial and developmental purposes plus time spent serving remedial purposes (negative) accounted for 70 per cent of criterion variance (Table 21).

2. Analyzing the functions performed when pupils were present plus counselor effort variables yielded two sets of predictors of pupil social status. Number of functions performed (negative), total time spent working (negative), and average time per function accounted for 56 per cent of criterion variance. The second set accounted for 63 per cent of criterion variance and included the following variables: average time per function, total time spent working (negative), number of functions performed (negative) plus time with pupils for developmental purposes (negative) (Table 22).

3. Analyzing the function purposes when teachers were present plus counselor effort variables produced two sets of predictors of pupil social status. Average time per function, total time spent working (negative), and number of functions performed (negative) accounted for 56 per cent of criterion variance. The second set accounted for 63 per cent of criterion variance and included average time per function, total time spent working (negative), number of functions performed (negative), and time with teachers for remedial purposes (negative) (Table 23).

4. The analysis of types of functions performed and counselor effort variables through regression analysis yielded four sets of predictors of pupil social status. Number of functions performed (negative), total time spent working (negative), and

average time per function accounted for 56 per cent of criterion variance. Adding time spent for placement and testing (negative) to the above variables accounted for 73 per cent of criterion variance. Another set included the following variable combination accounting for 78 per cent of criterion variance: average time per function, total time spent working (negative), number of functions performed (negative), time spent on placement and testing (negative), and time spent consulting and in-service activities (negative). The fourth set accounted for 81 per cent of criterion variance and included the following: average time per function, total time spent working (negative), number of functions performed (negative), placement and testing (negative), consulting and in-service (negative) plus developmental guidance activities (Table 24).

Findings Related to Research Question 10: *Is there a difference between pupils' social status the first year and the second year?*

1. Pupils' social status decreased significantly the second year (3.29 to 3.22, Table 25).

Findings Related to Research Question 11: *Is there a difference between the low social status of pupils who received group counseling the first year and the second year?*

1. Pupils with low social status who received group counseling increased significantly in their social standing by the second year (2.37 to 2.98, Table 26).

Academic Self-Concept

Findings Related to Research Question 12: *What is the relationship between pupils' academic self-concept and how the counselor spends his time on the purposes of functions, the types of functions performed, and the counselor effort variables?*

1. Using multiple regression technique time spent by counselors serving various purposes and on counselor effort variables did not yield any significant predictors of pupils academic self-concept. Variables analyzed included the following: facilitative purposes, remedial purposes, combination remedial and facilitative purposes, total time spent working, number of functions, and average time spent per function (Table 27).

2. Counselor time spent serving various purposes with teachers present and on the counselor effort variables did not

produce through regression analysis any significant predictors of pupils' academic self-concept. Variables analyzed included counselor time spent on facilitative purposes with teachers present, remedial purposes with teachers present, combination remedial and facilitative purposes with teachers present, total time spent working, number of functions performed, and average time per function (Table 28).

3. Multiple regression analysis of the purposes of functions served by counselors with pupils present plus counselor effort variables did not produce any significant predictors of pupils' academic self-concept. Counselor time spent serving facilitative purposes with pupils present, remedial purposes with pupils present, combination remedial and facilitative purposes with pupils present, total counselor time spent working, number of functions performed and average time spent per function were the variables analyzed (Table 29).

4. One variable alone, placement and testing, as a significant predictor of pupils' academic self-concept accounted for approximately two-fifths (39 per cent) of criterion variance. Adding a negatively correlated variable, individual and group counseling, accounted for over half (53 per cent) of criterion variance. A third variable, number of functions performed, combined with these two variables to account for nearly two-thirds (64 per cent) of criterion variance. Adding the variable of consulting and in-service (negative), and the average time per function variable though yielding two more significant sets of predictors did not increase the amount of criterion variance (Table 30).

Findings Related to Research Question 13: *Is there a difference between pupils' academic self-concept the first year and the second year?*

1. The academic self-concept of pupils decreased significantly by the second year (3.82 to 3.74, Table 31).

Locus of Control

Findings Related to Research Question 14: *What is the relationship between pupils' locus of control and how the counselor spends his time on the purposes of functions, the types of functions performed, and the counselor effort variables?*

1. Using the multiple regression analysis technique counselor time spent serving various purposes plus the counselor effort variables did not produce any significant predictors of pupils' locus of control. Variables analyzed included facilitative pur-

poses, remedial purposes, combination remedial and facilitative purposes, total counselor time spent working, average time spent per function, and number of functions performed (Table 32).

2. Analyzing through regression analysis counselor time spent serving various purposes with pupils present plus the counselor effort variables did not yield any significant combination of predictors of pupils' locus of control. Facilitative purposes with pupils present, remedial purposes with pupils present, combination purposes of a remedial and facilitative nature with pupils present, total time spent working, average time per function, and number of functions performed were the variables analyzed as to their predictive qualities in relation to pupils locus of control (Table 33).

3. Analyzing the purposes of functions served by counselors with teachers present plus the counselor effort variables did not produce any significant predictors of pupils' locus of control. Variables analyzed included facilitative purposes with teachers present, remedial purposes with teachers present, combination of remedial and facilitative purposes with teachers present, total time spent working, average time per function, and number of functions performed (Table 34).

4. Analyzing the types of functions performed by counselors plus the counselor effort variables did not produce through regression analysis any significant predictors of pupils' locus of control. Individual and group counseling, developmental classroom guidance and orientation activities, consulting and inservice activities, and placement and testing were the variables analyzed as possible predictors of pupils' locus of control (Table 35).

Findings Related to Research Question 15:	*Is there a difference between pupils' locus of control the first year and the second year?*

1. The pupils' locus of control increased significantly by the end of the second year (1.19 to 1.23, Table 36).

Real Self-Concept

Findings Related to Research Question 16:	*What is the relationship between real self-concept and how the counselor spends his time on the purposes of functions, the types of functions performed, and the counselor effort variables?*

1. The multiple regression technique did not yield any significant predictors of the real self-concept of pupils by the

end of the second year among the following variables: facilitative purposes, remedial purposes, combination of remedial and facilitative purposes, total time spent working, number of functions performed, and average time spent per function (Table 37).

2. Analyzing counselor time spent serving the various purposes with pupils present plus counselor effort variables did not yield any significant combination of predictors of the real self-concept of pupils. Facilitative purposes with pupils present, remedial purposes with pupils present, combination remedial and facilitative purposes with pupils present, total counselor time spent working, number of functions performed, and average time spent per function were the variables analyzed as possible predictors (Table 38).

3. Counselor time spent serving various purposes with teachers present plus counselor effort variables analyzed through regression analysis did not yield any significant combination of predictors of the real self-concept of pupils. Included in this analysis were the following variables: time spent for facilitative purposes with teachers present, time spent for remedial purposes with teachers present, time spent on combination of remedial and facilitative purposes with teachers present, total time spent by counselors working, average time per function, and number of functions performed by counselors (Table 39).

4. Counselor time spent on the types of functions plus counselor effort variables yielded one variable through regression analysis which predicted the real self-concept of pupils. Counselor time spent on placement and testing as a significant predictor accounted for more than one-third (37 per cent) of criterion variance. Other variables included in this analysis but not significant predictors were individual and group counseling, developmental classroom guidance and orientation activities, consulting and in-service, total time spent working, number of functions performed by counselors and average time spent per function (Table 40).

Findings Related to Research Question 17: *Is there a difference between pupils' real self-concept the first year and the second year?*

1. The real self-concept of pupils decreased significantly by the end of the second year (3.49 to 3.42, Table 41). See discrepancy score measures p. 192.

Ideal Self-Concept

Findings Related to Research Question 18: *What is the relationship between pupils' ideal self-concept and how the counselor spends his time on the purposes of functions, the types of functions performed, and the counselor effort variables?*

1. Using the multiple stepwise regression technique counselor time and effort spent on the following set of function purpose and counselor effort vaariables did not yield any significant predictors of the ideal self-concept of pupils: time spent for facilitative purposes, time spent for remedial purposes, time spent for combination purposes of a remedial and facilitative nature, total time spent working, average time per function, and number of functions performed (Table 42).

2. Regression analysis of function purposes served by counselors with pupils present plus counselor effort variables yielded two significant predictors of the ideal self-concept of pupils. Total time spent working as a single predictor accounted for over a third (37 per cent) of the criterion variance. Time spent on combination purposes of a remedial and facilitative nature plus the total time spent working combined to form a significant set of predictors and accounted for just under half (44 per cent) of criterion variance (Table 43).

3. Counselor time spent serving various purposes with teachers present plus counselor effort variables did not yield through regression analysis any significant predictors of the ideal self-concept of pupils. Variables examined included time spent with teachers present for facilitative purposes, time spent with teachers present for remedial purposes, time spent with teachers present for combination remedial and facilitative purposes, total time spent working, number of functions performed, and average time per function (Table 44).

4. Counselor time spent on the various types of functions plus counselor effort variables yielded three combinations along with a single variable which were significant predictors of the ideal self-concept of pupils. Approximately two-fifths (39 per cent) of the criterion variance was accounted for by the placement and testing variable and adding the number of functions performed making a two variable predictor accounted for over half (53 per cent) of the criterion variance. About two-thirds (64 per cent) of the criterion variance was accounted for by counselor time spent on placement and testing, individual and group counseling, and number of functions performed. Another set of predictors included time spent on individual and group

counseling, number of functions performed, time spent on placement and testing, and time spent on developmental guidance activities (negative) but did not account for further criterion variance (Table 45).

Findings Related to Research Question 19: *Is there a difference between pupils' ideal self-concept the first year and the second year?*

1. The ideal self-concept of pupils decreased significantly by the end of the second year (4.37 to 4.30, Table 46). See discrepancy score measures below.

Discrepancy Between Real and Ideal Self-Concept

Further Findings Related to Research Questions 17 and 19: *Is there a difference between pupils' discrepancy scores (between real and ideal self-concept) the first and second year?*

1. The discrepancy scores between real and ideal self-concept measures both years did not change but remained the same (1.12, Tables 41, 46).

Findings Related to Research Question 20: *What is the relationship between the discrepancy scores (between real and ideal self-concept) of pupils and how the counselor spends his time on the purposes of functions, the types of functions performed, and the counselor effort variables?*

1. Using multiple stepwise regression technique counselor time and effort variables did not yield any significant predictors of the discrepancy score between real and ideal self-concept on the following variables: time spent for facilitative purposes, time spent for remedial purposes, time spent for combination purposes of a remedial and facilitative nature, total time spent working, average time per function, and number of functions performed (Table 47).

2. Regression analysis of function purposes served by counselors with pupils present plus counselor effort variables did not yield any significant predictors of the discrepancy score on the following: time spent for facilitative purposes with pupils present, time spent for remedial purposes with pupils present, time spent with pupils present for combination remedial and facilitative purposes, total time spent working, average time per function, and number of functions performed (Table 48).

3. Counselor time spent serving various purposes with teachers present plus counselor effort variables did not reveal

through regression analysis any significant predictors of the discrepancy score. Variables examined included time spent with teachers present for facilitative purposes, time spent with teachers present for remedial purposes, time with teachers for combination remedial and facilitative purposes, total time spent working, number of functions performed, and average time per function (Table 49).

4. The discrepancy between real and ideal self-concept scores was not predicted by regression analysis of counselor time spent on the various types of functions plus counselor effort variables. Analyzed in this analysis were the following variables: time spent on individual and group counseling, time spent on developmental guidance activities, consulting and in-service time, placement and testing-time, total time spent working, number of functions performed, and average time per function (Table 50).

Test Anxiety

Findings Related to Research Question 21: *What is the relationship between test anxiety of pupils and how the counselor spends his time on the purposes of functions, the types of functions performed, and the counselor effort variables?*

1. Using the multiple stepwise regression technique counselor time and effort spent on the following set of function purpose and counselor effort variables did not yield any significant predictors of the test anxiety of pupils: time spent on facilitative purposes, time spent for remedial purposes, time spent for combination of remedial and facilitative purposes, total time spent working, number of functions performed, and average time per function (Table 51).

2. Counselor time spent serving various purposes with pupils present plus counselor effort variables did not yield any significant predictors of the test anxiety of children. Variables analyzed through the regression technique included time spent with pupils present on facilitative purposes, time spent with pupils present on remedial purposes, time spent with pupils present on combination of remedial and facilitative purposes, total time spent working, number of functions performed, and average time per function (Table 52).

3. Counselor time spent with teachers present serving various purposes plus counselor effort variables did not produce through regression analysis any significant predictors of the test anxiety of children. Variables analyzed included time spent with teachers present for facilitative purposes, time with teach-

ers for remedial purposes, time spent with teachers present for combination purposes of a remedial and facilitative nature, total time spent working, number of functions performed and average time per function (Table 53).

4. Test anxiety of children was not predicted by regression analysis of counselor time spent on various types of functions plus counselor effort variables. Variables analyzed included time spent on individual and group counseling, time spent on developmental guidance activities, consulting and in-service time, placement and testing time, total time spent working, number of functions performed, and average time per function (Table 54).

Findings Related to Research Question 22: *Is there a difference between pupils' test anxiety the first year and the second year?*

1. The test anxiety of pupils decreased significantly by the end of the second year (4.75 to 4.31, Table 55).

Findings Related to Research Question 23: *Is there a difference between pupil's test anxiety lie score the first year and the second year?*

1. The test anxiety lie score increased significantly the second year (7.50 to 7.78, Table 56).

Achievement Rating

Findings Related to Research Question 24: *What is the relationship between pupils' achievement rating and purpose of functions, the types of functions performed, and the counselor effort variables?*

1. Using the multiple stepwise regression analysis technique counselor time spent on various purposes and counselor effort variables did not yield any significant predictors of the achievement rating of pupils. Variables included in this analysis were time spent on facilitative purposes, time spent on remedial purposes, time spent on combination purposes of a remedial and facilitative nature, total counselor time spent working, number of functions performed, and average time per function (Table 57).

2. Counselor time spent with pupils present for various purposes plus counselor effort variables through regression analysis did not produce any significant predictors of the achievement of pupils. Variables included in this analysis were time spent with pupils present for facilitative purposes, time spent with pupils for remedial purposes, time spent for combination of remedial and facilitative purposes with pupils present, total

counselor time spent working, average time per function, and number of function performed (Table 58).

3. Regression analysis of counselor time spent for function purposes with teachers present plus counselor effort variables did not yield any significant predictors of the achievement of pupils. Variables included in this analysis were time spent for facilitative purposes with teachers present, time spent for remedial purposes with teachers present, time spent for combination remedial and facilitative purposes with teachers present, total time spent working, number of functions performed, and average time per function (Table 59).

4. Counselor time spent on various types of functions and counselor effort variables did not yield through regression analysis any significant predictors of pupils' achievement. Time spent on individual and group counseling, developmental guidance activities, consulting and in-service activities, placement and testing, total time spent working, average time per function, and number of functions performed (Table 60).

Findings Related to Research Question 25:	*Is there a difference between pupils' achievement rating the first year and the second year?*

1. The mean achievement rating of pupils did not change significantly by the end of the second year (2.54 to 2.56, Table 61).

Staff Perception of Appropriateness of Guidance Functions

Findings Related to Research Question 26:	*What is the relationship between staff perception of the appropriateness of guidance functions and how the counselor spends his time on the purposes of functions, the types of functions performed, and the counselor effort variables?*

1. Multiple stepwise regression technique in analyzing counselor time spent serving various purposes plus counselor effort variables yielded three sets of predictors plus a single predictor of staff perception of the appropriateness of the guidance functions. The number of functions performed variable as a single predictor accounted for two-fifths of criterion variance. Over half (58 per cent) of the criterion variance was accounted for by the number of functions performed combined with time spent serving facilitative purposes. Nearly two-thirds (64 per cent) of the criterion variance was accounted for by adding time spent on remedial purposes to the two variables above. Another set of predictors included number of functions performed, time

spent on facilitative purposes, time spent on remedial purposes, and average time per function (negative) to account for about the same amount (65 per cent) of the criterion variance (Table 62).

2. Counselor time spent with pupils present serving various purposes plus counselor effort variables through regression analysis produced four significant predictors of staff perception of the appropriateness of guidance functions. Total counselor time spent working as a single variable predicted the criterion accounting for half of the variance. Counselor time spent with pupils present for facilitative purposes plus total counselor time spent working was a significant combination of predictors accounting for over three-fifths (62 per cent) of the criterion variance. Adding average time per function (negative) to the two above variables accounted for nearly two-thirds (65 per cent) of the criterion variance. A final combination accounted for about the same amount (66 per cent) of the criterion variance and included time spent with pupils present for facilitative purposes, total time spent working, time spent with pupils present for remedial purposes, and average time per function (negative) (Table 63).

3. Counselor time spent with teachers present serving various purposes plus counselor effort variables through regression analysis yielded two predictors of staff perception of the appropriateness of guidance functions. The number of functions performed as a significant, single variable predictor accounted for two-fifths of the criterion variance. Add time spent with teachers present for facilitative purposes to number of functions performed increased the amount of the variance covered only slightly (42 per cent) (Table 64).

4. Counselor time spent on various types of functions plus counselor effort variables through regression analysis produced five predictors of staff perception of the appropriateness of guidance functions. Total time spent working as a single predictor variable accounted for half of the criterion variance. Adding consulting and in-service time to total time spent working increased the variance slightly (56 per cent). Nearly two-thirds (63 per cent) of the criterion variance was accounted for by adding individual and group counseling time to total time spent working and consulting and in-service time. Average time per function (negative), total time spent working, consulting and in-service time. Average time per function (negative), total time spent working, consulting and in-service time plus individual and group counseling time as another predictor accounted for nearly three-fourths (70 per cent) of the criterion variance. Adding a

fifth variable, placement and testing time to the four variables above, increased the variance accounted for only slightly (Table 65).

Staff Perception of Achievement of Guidance Functions

Findings Related to Research Question 27: *What is the relationship between staff perception of the achievement of guidance functions and how the counselor spends his time on the purposes of functions, the types of functions performed, and the counselor effort variables?*

1. Using the multiple stepwise regression method counselor time spent serving the various purposes plus counselor effort variables yielded four predictors of staff perception of the achievement of guidance functions. Time spent for facilitative purposes as a significant predictor accounted for two-fifths (41 per cent) of the criterion variance. Adding a negatively correlated variable, average time per function, to the time spent for facilitative purposes combined as another predictor to account for nearly two-thirds (64 per cent) of the criterion variance. Variance accounted for was increased (69 per cent) by adding a third variable, time spent for remedial and facilitative purposes, to the two variables above. A final set of predictors included the following variables which accounted for almost 70 per cent of criterion variance: time spent for remedial and facilitative purposes, and time spent for remedial purposes (Table 66).

2. Counselor time spent with pupils present for various purposes plus counselor effort variables through regression analysis produced three predictors of staff perception of achievement of guidance functions. One variable above, total time spent working, as a predictor accounted for one-third of the criterion variance. Adding time spent for facilitative purposes with pupils present to total time spent working yielded a combination of predictors which accounted for just under one-half (46 per cent) of the criterion variance. Time spent for remedial purposes with pupils present (negative) added to total time spent working, time spent for facilitative purposes with pupils present as another significant predictor of staff perception of the achievement of guidance objectives accounted for just under three-fifths (58 per cent) of criterion variance (Table 67).

3. Counselor time spent with teachers present for various purposes plus counselor effort variables through regression analysis produced five predictors of staff perception of achievement of guidance functions. Time spent with teachers present for remedial and facilitative purposes as a predictor accounted for

less than one-third (33 per cent) of criterion variance. Adding a negative variable, average time per function, to time spent for remedial and facilitative purposes with teachers present accounted for just under half (46 per cent) of the criterion variance. Just under three-fifths (58 per cent) of the criterion variance was accounted for by the following set of predictors: time spent for remedial purposes with teachers present, average time per function (negative), and time spent with teachers present for remedial and facilitative purposes. Another combination of predictors included total time spent working, time spent for remedial purposes with teachers present, average time per function (negative), and time spent for combination purposes of a remedial and facilitative nature with teachers present all of which accounted for just under three-fourths (70 per cent) of the criterion variance. A final combination included these above variables plus time spent for facilitative purposes with teachers present but the variance accounted for did not change (Table 68).

4. Counselor time spent on various types of functions plus counselor effort variables did not through regression analysis yield any predictors of staff perception of the achievement of guidance functions among the following variables: individual and group counseling, developmental guidance activities, consulting and in-service, placement and testing, number of functions performed, total time spent working, and average time per function (Table 69).

Staff Perception of Helpfulness of Guidance Functions

Findings Related to Research Question 28: *What is the relationship between staff perception of the helpfulness of guidance functions and how the counselor spends his time on the purposes of functions, the types of functions performed, and the counselor effort variables?*

1. Using the multiple stepwise regression technique counselor time spent serving various purposes plus counselor effort variables yielded four predictors of staff perception of the helpfulness of guidance functions. Time spent by counselors for facilitative purposes as a single predictor accounted for just under (31 per cent) of the criterion variance. A little over three-fifths (62 per cent) of criterion variance was accounted for by adding average time per function, a negative correlation, to time spent for facilitative purposes. Nearly two-thirds (65 per cent) of criterion variance was accounted for by adding time spent for remedial and facilitative purposes to average time per function

(negative), and time spent for facilitative purposes. Adding the number of functions performed as a fourth variable produced another predictor but did not account for additional variance (Table 70).

2. Counselor time with pupils present plus counselor effort variables through regression analysis yielded two predictors of staff perception of the helpfulness of guidance functions. The number of functions as a single variable predictor accounted for just under one-third (29 per cent) of criterion variance. The number of functions performed plus time spent by counselors with pupils present for facilitative purposes as a second predictor accounted over two-fifths (43 per cent) of criterion variance (Table 71).

3. Counselor time spent with teachers present for various purposes plus counselor effort variables yielded four predictors of staff perception of the helpfulness of guidance functions. Average time per function, a negative correlation, as a single variable predictor accounted for just under one-third (29 per cent) of criterion variance. Adding time spent with teachers present for remedial and facilitative purposes to average time per function (negative) formed another predictor and accounted for over one-half (51 per cent) of the criterion variance. Nearly three-fifths (59 per cent) of the criterion variance was accounted for with time spent for remedial and facilitative purposes with teachers present, average time per function (negative), and time spent with teachers present for remedial purposes. Another combination of predictors included the following variables which accounted for two-thirds (66 per cent) of criterion variance: total time spent working, time spent for remedial purposes with teachers present, time spent for remedial and facilitative purposes with teachers present and average time per function (negative) (Table 72).

4. Counselor time spent on various types of functions plus counselor effort variables through regression analysis yielded one predictor of staff perception of the helpfulness of guidance function. Average time per function, a negatively correlated variable, as a single predictor accounted for just under one-third (29 per cent) of criterion variance (Table 73).

Staff Perception of Guidance Functions First Year and Second Year

Findings Related to Research Question 29a:	*Is there a difference between teachers' perception of appropriateness of guidance functions the first year and the second year?*

1. The staff perception of the appropriateness of guidance functions did not change significantly from the first year (4.07 mean school rating) to the second year (4.14 mean school rating, Table 74).

Finds Related to Research Question 29b: *Is there a difference between teachers' perception of achievement of guidance functions the first year and the second year?*

1. The staff perception of the achievement of guidance functions did not change significantly from the first year (3.24 mean school rating) to the second year (3.26 mean school rating, Table 74).

Findings Related to Research Question 29c: *Is there a difference between teachers' perception of helpfulness of guidance functions the first year and the second year?*

1. The perception of staff of the helpfulness of guidance functions did not change significantly from the first year (3.13 mean school rating) to the second year (3.10 mean school rating, Table 74).

Staff Openness to the Counselor

Findings Related to Research Question 30: *What is the relationship between staff openness to the counselor and how he spends his time on the purposes of functions, the types of functions performed, and the counselor effort variables?*

1. Using the multiple stepwise regression technique counselor time spent for various purposes plus counselor effort variables yielded two predictors of staff openness to the counselor. Counselor time spent for facilitative purposes as a single variable predictor accounted for just under one-third (30 per cent) of criterion variance. Adding a negatively correlated variable, average time per function, to time spent for facilitative purposes combined to form the second predictor and accounted for over two-fifths (42 per cent) of criterion variance (Table 75).

2. Counselor time spent with pupils present plus counselor effort variables through regression analysis produced two predictors of staff openness to the counselor. Time spent with pupils present for facilitative purposes as a single variable predictor accounted for just under one-third (29 per cent) of the criterion variance. Time spent with pupils present for facilitative purposes added to number of functions performed as a second predictor

accounted for over two-fifths (43 per cent) of the criterion variance (Table 76).

3. Counselor time spent with teachers present plus counselor effort variables through regression analysis did not yield any significant predictors of staff openness to the counselor on the following variables: time spent for facilitative purposes with teachers present, time spent with teachers present for remedial purposes, time spent for remedial and facilitative combination purposes with teachers present, total time spent working, average time per function, and number of functions performed (Table 77).

4. Counselor time spent on various types of functions plus counselor effort variables through regression analysis did not yield any significant predictors of staff openness to the counselor on the following variables: individual and group counseling, developmental guidance activities, consulting and in-service, and placement and testing (Table 78).

Findings Related to Research Question 31:	*Is there a difference between staff openness to the counselor the first year and the second year?*

1. The staff openness to the counselor did not change significantly from one year to the next (63.24 to 63.99, Table 79).

Staff Openness to Others

Findings Related to Research Question 32:	*What is the relationship between staff openness to others and how the counselor spends his time on the purposes of functions, the types of functions performed, and the counselor effort variables?*

1. Using multiple stepwise regression technique time spent for various purposes and on the counselor effort variables did not produce any significant combination of predictors of staff openness to others on the following variables: time spent for facilitative purposes, time spent serving remedial purposes, time spent for combination of remedial and facilitative purposes, number of functions performed, total time spent working, and average time per function (Table 80).

2. Counselor time spent serving various purposes with pupils present plus counselor effort variables did not yield through regression analysis any significant predictors of staff openness to others on the following set of variables: counselor time spent with pupils present for facilitative purposes, time spent with pupils present for remedial purposes, time spent with pupils present for a combination of remedial and facilitative purposes,

total time spent working, average time per function, and number of functions performed (Table 81).

3. Counselor time spent with teachers present the various purposes plus counselor effort variables through regression analysis did not produce any significant predictors of staff openness to others on the following set of variables: time spent for facilitative purposes with teachers present, time spent for remedial purposes with teachers present, time spent for combination of remedial and facilitative purposes with teachers present, total time spent working, number of functions performed, and average time per function (Table 82).

4. Counselor time spent using various types of functions plus the counselor effort variables through regression analysis yielded two sets of staff openness to others. Over four-fifths (81 per cent) of criterion variance was accounted for by the following set of predictors: total time spent working, developmental guidance activities (negative), average time per function, individual and group counseling, number of functions performed (negative), and consulting and in-service activities. Adding a negatively correlated variable, placement and testing, to the above set of variables as a second predictor increased the variance accounted for only slightly (84 per cent) (Table 83).

Findings Related to Research Question 33: *Is there a difference between staff openness to others the first year and the second year?*

1. Teachers' openness to others (unmatched) increased significantly from the first year (326.50 mean score) to the second year (342.05 mean score).

2. Teachers' openness to others (matched) did not change significantly from the first year (344.08 mean score) to the second year (341.79 mean score, Table 84).

Guidance Attitude of Parents

Findings Related to Research Question 34: *What is the relationship between the guidance attitude of parents and how the counselor spends his time on the purposes of functions, the types of functions performed, and the counselor effort variables?*

1. Using multiple stepwise regression technique counselor time spent serving various purposes plus counselor effort variables yielded six predictors of the guidance attitude of parents. Average time per function, a negatively correlated predictor variable, alone accounted for nearly two-thirds (65 per cent)

of the criterion variance. Adding time spent for remedial purposes to average time per function (negative) as a predictor accounted for over four-fifths (81 per cent) of the criterion variance. Adding a third variable, total time spent working, to average time per function (negative) and time spent for remedial purposes as another predictor accounted for over four-fifths (83 per cent) of criterion variance. A fourth predictor included the following variables which accounted for about nine-tenths (89 per cent) of the criterion variance: average time per function (negative), time for remedial purposes, total time spent working, and number of functions performed. A fifth combination added another variable, time for developmental purposes, to the above set but did not account for much additional variance (91 per cent). A sixth set added time for combination purposes but changed the variance accounted for very little (92 per cent, Table 85).

2. Counselor time spent with pupils present for various purposes and counselor effort variables through regression analysis produced six predictors of parents' attitude toward guidance. Average time per function, a negatively correlated variable, as a single predictor accounted for about two-thirds (65 per cent) of the criterion variance. Adding total time spent working to the above variable to form another predictor accounted for under three-fourths (71 per cent) of the criterion variance. Adding another variable increased the variance accounted for (82 per cent) in another combination of predictors which included average time per function (negative), and number of functions performed. A fourth set of predictors included number of functions performed, time spent with pupils for remedial and facilitative purposes, total time spent working, and average time per function (negative) to account for nine-tenths (90 per cent) of the criterion variance. A fifth combination of predictors included the above variables plus time spent with pupils for remedial purposes and accounted for about the same amount of criterion variance (92 per cent). A sixth set added time with pupils for facilitative purposes but the variance covered remained unchanged (92 per cent, Table 86).

3. Counselor time spent with teachers present plus counselor effort variables through regression analysis yielded six predictors of the guidance attitude of parents. The average time per function as a negatively correlated variable, was a single predictor and accounted for two-thirds (66 per cent) of the criterion variance. This variable added to total time spent working formed a set of predictors and accounted for a little more (71 per cent) of the criterion variance. Variance accounted for

increased (82 per cent) by adding another variable, number of functions performed to average time per function (negative), and total time spent working to form a third set of predictors. A fourth set included the following variables which accounted for the same amount (84 per cent) of criterion variance: average time per function (negative), total time spent working, and time spent with teachers present for remedial purposes. Another set added time with teachers for facilitative purposes (84 per cent of the variance). A final set added time with teachers for facilitative purposes to the above variables but the variance accounted remained the same (Table 87).

4. Counselor time spent on various types of functions and the counselor effort variables through regression analysis yielded six combinations including one variable alone as predictors of parental attitude toward guidance. Average time per function, a negatively correlated variable, as a single variable predictor accounted for two-thirds (66 per cent) of the criterion variance. Adding another variable, total time spent working, produced a set of significant predictors which accounted for more than two-thirds (71 per cent) of the criterion variance. Adding number of functions performed to total time spent working, and average time per function (negative) as another set of predictors accounted for four-fifths (82 per cent) of the criterion variance. Variance accounted for was increased slightly (88 per cent) by adding another variable, time on placement and testing to the preceding set of predictors. Variance accounted for changed a little (91 per cent) by adding time spent for developmental guidance to the fifth set of predictors. Using six variables as predictors, adding time spent for counseling, to the above variables increased the variance accounted for only slightly (95 per cent). Adding consulting and in-service time did not change the variance accounted for (Table 88).

Findings Related to Research Question 35: *Is there a difference between parents' guidance attitude the first year and the second year?*

1. The attitude of parents toward elementary school guidance though still favorable did change significantly from the first year (2.92 mean score) to the second year (3.52 mean score, Table 89).

Findings Related to Research Question 36: *Is there a difference between teachers' and principals perception of counselor helpfulness?*

1. Principals perceived the counselors as more helpful (119.00) than did teachers (113.07) the second year which was significant (Table 90).

PART III. INTERRELATIONSHIPS FINDINGS

Teacher Perception of Counselor Helpfulness, Staff Openness to Counselor and Staff Perception of Guidance Functions Interrelationships

Findings Related to Research Question 37: *What is the relationship among staff regarding perception of counselor helpfulness, staff openness to the counselor, and staff perception of guidance variables?*

1. There was a significant relationship both years among the following variables: staff openness to counselor, staff perception of counselor helpfulness, and staff perception of appropriateness, achievement, and helpfulness of guidance functions (Table 91).

Findings Related to Research Question 38: *What is the relationship between teachers' openness to the counselor and teachers' perception of the guidance functions on appropriateness, achievement, and helpfulness?*

1. Teachers openness to the counselor and teacher perception of appropriateness of guidance functions was significantly related both years on the following counselor function variables: help facilitate parent-teacher conferences, facilitate small group faculty group discussion on child development, help teachers plan and conduct developmental guidance units, and help identify and refer individual children to specialists (Table 92).

2. Teacher openness to the counselor and teacher perception of achievement and helpfulness of guidance functions were significantly related both years on all eight of the selected guidance functions which included the above four plus the following function variables: help teachers find and use classroom techniques to meet a child's need, interpret pupil data to staff, work with teachers to find approaches for learning more about children, and assist in the appropriate placement of children (Table 92).

3. The second year there was a significant relationship between teachers' openness to the counselor and perceived appropriateness of the following variables: to assist in the appropriate placement of children, and to interpret pupil data to staff (Table 92).

4. The first year teacher openness to the counselor and perceived appropriateness of the guidance functions "to work with teachers to find approaches for learning more about children" were significantly related (Table 92).

Pupil Personal-Social-Academic Variables and Parent Guidance Attitude Interrelationships

Findings Related to Research Question 39: *What is the relationship among personal-social-academic characteristics of children and the guidance attitude of parents?*

1. The first year pupils' academic self-concept was significantly and negatively related to pupils' discrepancy score. Pupil discrepancy score was also related in a negative way to pupils' achievement (Table 93).

2. The second year school anxiety was significantly related in a negative way to pupils' real self-concept and locus of control (Table 93).

3. Pupil locus of control both years was significantly related to the following variables: pupil real self-concept, pupil ideal self-concept, and pupil achievement (Table 93).

4. Both years pupil academic self-concept was significantly related to the following variables: pupil real self-concept, pupil ideal self-concept, and pupil achievement (Table 93).

5. Pupil real self-concept was both years significantly related to the following: pupil ideal self-concept, pupil discrepancy score (negative), and pupil achievement (Table 93).

6. Pupil ideal self-concept was significantly related both years to the following variables: pupil discrepancy score, and pupil achievement (Table 93).

7. School anxiety was significantly related both years to pupil lie score on anxiety test, and negatively to pupil achievement (Table 93).

8. Pupil test anxiety lie score was related significantly both years to pupil achievement (Table 93).

Interrelationships Among Mean Pupil Personal-Social-Academic Variables with Teachers' Perception of Guidance Functions, Parents' Guidance Attitude, and Teachers' Openness to Others

Findings Related to Research Question 40: *What is the relationship among the following pupil, teacher, and parent variables: pupils' academic self-concept, pupils' real self-concept, pupils' ideal self-concept, pupils' test anxiety, pupils' locus of control, parents' guidance attitude, and teachers' perception of guidance functions?*

1. The teachers' perception of the appropriateness of two guidance functions — working with parents, and facilitating parent-teacher conferences — was significantly related the first year to pupil real self-concept, negatively to parent guidance attitude. Teacher perception of the two selected guidance functions appropriateness (Functions 12 and 15) was related both years to staff perception of helpfulness of the guidance functions (Table 94).

2. Teacher perception of helpfulness of the guidance functions was negatively related the first year to parents' guidance attitude. Teacher perception of guidance functions as helpful was significantly related the first year to teacher openness to others (Table 94).

3. Teacher openness to others was significantly but negatively related the second year to pupil academic self-concept (Table 94).

Interrelationships Among Pupil Personal-Social Variables and Parent Guidance Attitude with Teachers' Perception of Counselor Helpfulness

Findings Related to Research Question 41:	*What is the relationship among the following pupil, teacher, and parent variables: pupils' locus of control, pupils' academic self-concept, pupils' discrepancy between real and ideal self-concept, pupils' test anxiety, teachers' perception of counselor helpfulness and parents' attitude toward guidance?*

1. Teacher perception of counselor helpfulness was positively related the first year to pupil school anxiety (Table 95).

2. Teacher perception of counselor helpfulness was significantly and negatively related the first year to the guidance attitude of parents as predicted since low parent score is favorable (Table 95).

DISCUSSION OF MODEL IMPLEMENTATION

Attention will now be directed toward combining the results in an effort to move closer to an answer to a major question of Part I of the study: "Was a developmental model implemented?" Out of all possible responses on the function-log the ones relating to the purpose or intention of the counselors' efforts and how they spent their time across important functions provide information about the counselors' role and the nature of the model which was implemented.

Facilitative vs. Remedial

In analyzing the more than 8000 functions over the two years as to the purpose they were intended to serve the distribution of time was in favor of a developmental model (Table 2). The first year more than twice as much time was spent for developmental purposes as for remedial ones and by the second year this difference increased. The increase in the level of significance from the Scheffé test went from .10 the first year to .001 the second year which suggests a slight trend toward developmental increases after the first year. In analyzing the functions when pupils were present the results were similar (Table 6). Facilitative purposes accounted for more time than remedial ones in both years. The increase in the level of significance went from .05 the first year to .001 the second year, however, such a trend would need to be tested through further research.

Remedial vs. Remedial and Facilitative

In comparing time spent for remedial purposes with a combination of both remedial and facilitative purposes counselors spent significantly more time for a combination purpose than remedial purposes both years (Table 2), although time devoted to these two sets of purposes increased. In analyzing the functions according to when pupils were present, the data yielded the same results except that the difference between the two purposes dropped from .05 level the first year to a .10 level of significance the second year, which might suggest a slight trend toward a remedial approach with pupils (Table 6). Again such a speculation would need to be tested through further research.

Facilitative vs. Remedial and Facilitative

Comparing the remaining pairs, combination remedial and facilitative purposes with facilitative purposes, provided another source of model orientation (Tables 2 and 109). Both years the time on these purposes was essentially the same (27% and 25% and 24% and 28%) and the difference was not significant the second year although there was a slight shift in the direction favoring facilitating development purposes. Analyzing the functions when pupils were present the pattern was the same except more pronounced (Table 6). The first year there was no significant difference (887.86 minutes and 831.79 minutes) but the second year the spread (1721.79 minutes and 1106.07 minutes) was great enough to be significant.

Types of Functions

The developmental model (Chapter I) stressed counselors working in a consulting role to teachers, parents and others and developmentally with all pupils rather than a role devoted primarily to a few on a remedial basis. The four general types of functions (combined from eight on the function-log, Chapter I) represent both a developmental approach in practice and a remedial one. Individual and group counseling is traditionally remedial in nature stressing the corrective function, such as, self-concept repair, reducing interpersonal conflict, underachievement, disruptive behavior, etc. Placement and testing functions are associated with a remedial approach in practice, not that they or the counseling function could not serve a developmental purpose (Blocher, 1968) but because of the limited counselor time, his impact potential would be reduced. Counselors spending a lot of time on these types of functions are taking valuable time which more properly (in terms of potential influence) should be spent consulting with teachers and parents or working developmentally with all pupils.

Consulting conferences with teachers, parents, and principals and in-service activities with school staff are considered to be the kind of functions associated with a developmental orientation (Dinkmeyer, 1970, Faust, 1968a, Gum, 1969, Miller, 1966, Van Hoose, 1968). Consulting conferences and in-service activities and developmental guidance activities with all pupils again are considered functions associated with a developmental model.

First Year's Distribution of Time on Types of Functions

The first year counselors spent the most time (27%) in individual and group counseling (Table 4). Significantly more time was spent in this function than in developmental guidance activities (4%) and placement and testing (5%) but not significantly more time than spent in consulting conferences and in-service activities (22%). Counselors the first year spent about the same amount of time on development guidance activities (4%) as on placement and testing (5%). However, more time was spent in consulting and in-service activities (22%) than on placement and testing (5%). In terms of model orientation the first year the largest amount of time was spent in counseling (27%) and consulting (22%) types of functions. Developmental group guidance activities received the least amount of time (4%) although the amount was not significantly different from placement and testing (5%). The first year counselors' use of time demonstrated that according to their orientation to counselor's role it was important to work through teachers, parents, principals and others who have more direct contact with pupils. It was also equally important to spend time working directly with pupils in individual and group counseling for remediation of problems. Developmental group guidance activities especially through the classroom were established as part of the counselor's role the first year although they did not occupy a prominent position. Counselor's responsibility to participate in testing and placement functions likewise was established but like developmental guidance activities they did not receive a large portion of time.

Second Year's Distribution of Time on Types of Functions

Counselors spent the most time the second year (Table 4) on consulting conferences and in-service activities (30%) although the time spent was not significantly different than total minutes spent on individual and group counseling (28%). This high time spent consulting is in contrast to time spent on this function in the Illinois study where consulting was a distant second (Kaczkowski, 1971). Other studies of counselor function have placed consultation high compared to other functions (Bender, 1970 and Splete, 1968). Yet still other studies have found counseling and consulting both to be among the top two functions where counselors spent the most time (Greene, 1967; McKellar, 1963; Mendelson, 1967; Perrone and Evans, 1960; and Wood, et al, 1968). Consulting and in-service time (30%) was significantly more than time spent on developmental guidance activities (6%) and placement and testing (5%). Time spent on individual and group counseling (28%) was also significantly greater than time spent on developmental guidance (6%) and placement and testing (5%). Time spent on developmental guidance activities (6%) was not significantly greater than placement and testing time (5%, Table 111). It will be recalled that counselors did spend time on other functions not analyzed in this study (see Tables 119, 120, 121).

First Year Compared to Second Year

Further evidence of the nature of model implementation is gained by comparing the first year with the second (Table 7). There was a significant increase in time spent on the three purposes of guidance (facilitative, remedial or a combination of both) the second year. The amount of significant increase varied. Facilitative purposes increased to the .001 level, remedial .02 level and combination of both the .05 level. In contacts with pupils the second year (Table 8) the counselors increased time for facilitative purposes (.001 level) but not for remedial purposes or combination purposes.

Examining the time spent both years on the four types of functions (counseling, developmental activities, consulting and placement and testing) showed that counselors significantly increased time spent on all types of functions except placement and testing but the amount of significance varied (Table 9). The increase in consulting and in-service activities reached the .001 level, developmental guidance activities reached the .01 level, and individual and group counseling reached the .05 level. Further research would clarify whether the slight tendency for the larger increases toward the developmental model would continue.

The most dramatic change in the study was the increase in time counselors devoted to their job (Table 10). The first year when 20 per cent of their school year was sampled they logged 102.44 hours. The second year when only 15 per cent was sampled 160.14 hours were logged. This was significant at the .001 level as was the increase in number of functions performed by counselors the second year. They performed 223.57 functions the first year and 358.50 the second year. The average time spent on functions both years was essentially the same, 29.21 and 29.71 minutes respectively.

Due to the fact counselors increased their time on the job during the second year the amount of time change must be considered as well as the location of change among the variables. This is especially true where increases occurred in all but two of the eight comparisons. It would appear that counselors the second year were more committed to the job in terms of time spent working, especially since the second year's data were based on a smaller sample (15 per cent) than the first year (20 per cent). It is also possible they were more conscientious and efficient in logging their functions or more aware of their role and better able to implement important guidance functions in the school. It should be noted, too, that the mean score in total time spent working was influenced by an extremely low score (Table 103).

Was A Developmental Model Implemented?

By combining the results from all the first year's comparisons of *purposes* of functions served under all conditions plus those when only pupils were present with the *types* of functions used to carry out the function *purposes*, the results show four comparisons were not different, three favored a developmental approach, two favored a combination of both remedial and developmental and one a remedial approach. The second year's results show four comparisons favoring a developmental model, three no difference, two a combination and one remedial.

By examining the same categories and noting those which showed increases the second year over the first the results indicate four developmental *purposes* and *types* of functions increased significantly in terms of the amount of time spent by counselors, two remedial categories increased significantly, and one combination increased significantly.

The most apparent conclusion regarding the first year is that the developmental orientation was favored in terms of how time was spent over a remedial approach but four of the ten comparisons showed no significant difference. The second year the distribution of time shifted to more clearly favor a developmental model and received further reinforcement from four significant increases in time spent in these categories over the first year whereas remedial showed two and a combination only one significant increase in time. On the basis of the above distribution of the counselors' use of time across the various *purposes* of functions and *methods* used to accomplish them it is concluded that a developmentally oriented model of elementary school guidance was implemented by the average counselor in the study although remedial aspects were present. The importance of the counselor's role in making these determinations is to be stressed since in both years of the study in 60 per cent or more of the functions performed it was he (or she) who initiated the activity or contact (Table 112).

DISCUSSION OF MODEL EFFECTIVENESS

Teachers' Perception of Counselor Helpfulness

While it is important to know if a model is implemented of added significance is the question of whether or not such a model is effective. In other words, does such a model make for helpfulness and positive growth and development of children? Does the counselor role model also contribute positively to the efforts and purposes of the home and the classroom i.e. parents and teachers?

It was reasoned that counselors serving as consultants to teachers should display important helpfulness qualities if they hoped to be successful in gaining teachers' trust and confidence and further, teachers' perception of counselor helpfulness may be a function of how counselors spent their time on guidance purposes, types of functions and counselor effort variables.

Predicting teachers' perception was possible on only one combination out of 25 combinations analyzed (Table 13). The second year when teachers were present, high time on remedial and facilitative function purposes, low time on developmental function purposes, low time on remedial function purposes and low average time per function were significant predictors. In other words, counselors who earned the higher ratings from teachers, spent most of their time for the purpose of remediating a problem but combining it with facilitating development of all children in the same function. For example, the counselor who learns of a class having a problem such as lack of friendships leads a discussion with them as a class (with the teacher present) on how to go about making friends. These same counselors on the average spent from 19 to 24 minutes per function. They spent little time on strictly remedial purposes and little time on purely facilitative purposes.

In brief, with teachers present, counselors who spent high time on the combination purpose (remediate a problem and facilitate development), low time on facilitative purposes, low time on remedial purposes and low time in performing a function were perceived by teachers as having helpfulness qualities. Examining specific counselor examples might serve to clarify this result further. There were three counselors whose distribution of time, function and effort followed this pattern very closely. One counselor spent 885.00 minutes for facilitative purposes, 270.00 minutes for remedial purposes, 1260 minutes for combination purposes of remediation and facilitation. His average time per function was 22 minutes and the teachers' perception score of his helpfulness qualities was 123.24. A second counselor, part time in the school where data were collected, spent 295 minutes on facilitative purposes, 40 minutes on remedial purposes and 420 minutes on combination purposes, 29 minutes per function and his teachers' perception of helpfulness score was 125. A third counselor spent 310 minutes on facilitative purposes, 325 minutes on remedial purposes, 360 minutes on combination purposes, 26 minutes per function and his score for being perceived as helpful was 120 (Tables 100, 104, 106).

Counselors who represent a contrast to this pattern the second year are as follows: one counselor spent 1,395 minutes for facilitative purposes, 190 minutes for remedial purposes, 425 minutes for combination purposes, 41 minutes per function and his teachers' perception of helpfulness score was 105.00; another counselor spent 140 minutes for facilitative purposes, 425 minutes for remedial purposes, 280 minutes for combination purposes, time per function was 30 minutes and his teachers' perception score for his helpfulness qualities was 107.55. Thus counselors who were facilitative or remedial in orientation and spent considerable time per function were not the counselors perceived as possessing high helpfulness qualities.

Teachers decreased their perception of counselor helpfulness the second year (Table 15), which included teachers present both years plus those who were new to the system and those who responded only once. The drop may be accounted for by a honeymoon effect or their resistance to a developmental approach through consultations, in-service meetings and other interactions with the counselor who was the chief initiator of 60 per cent or more of the functions during the two years of the study (Table 112). Perhaps too much risk was involved as a result of the consultations with the counselor which may have created resistance or such activities placed increased demands upon teacher instructional time thus increasing teacher objection, especially since helpfulness was frequently linked with low average time per function.

What does the response by teachers reveal in terms of the developmental model espoused by various writers? One possible explanation is that teachers are not receptive at this point to the establishment of a purely developmental approach to elementary school guidance. They do, however, perceive helpfulness qualities in counselors who spend time for facilitative purposes as long as they are associated with a prior problem-condition in the reality of the teachers' classroom. Problems, such as pupils with no friends, irresponsible pupil behavior, negative attitudes, etc., constitute the starting point to focus on the immediate problem but lead to serve a broader purpose of facilitating development, e.g., the basis of friendship, responsibility for the feelings of others, positive attitudes, etc. This individualized approach is apparently a more convincing appeal to teachers than a purely developmental one (where the needs of children in general based on the professional literature would be used to form the basis upon which a developmental guidance program would be instituted in the school). In addition, although the counselors increased their time in developmental activities, possibly due to influence of the State Department of Education, workshops, counselor educators and presence of new materials, such a shift may have met with some teacher resistance during the transitional period.

To institute a developmental program it might first be necessary to assess together with the teacher local needs, by classroom, in order to provide convincing evidence that a systematic approach to pupil needs is more appropriate than waiting for needs to emerge through problems manifesting themselves in the classroom. However, this latter approach would depend almost entirely upon teacher awareness and sensitivity, a responsibility she is not always adequately prepared to do alone. Another approach would be to develop teacher sensitivity and awareness through teacher education and in-service activities. Guidelines for developing teacher awareness of pupil affective concerns have been suggested by Weinstein and Fantini (1970), however the concern espoused here and elsewhere (Silberman, 1970) is toward a balanced view between the cognitive and affective domains.

What does the teachers' perception of counselor helpfulness mean in terms of a remedial model? Counselors who spent considerable time on remedial guidance purposes were not highly perceived as possessing helpfulness qualities. The exception to this finding is that the problem only constitutes the starting point and it must be associated with a plan for the long range growth effect of pupils. Thus perhaps the combination purpose of remediation and facilitation was favored more by teachers.

The combination purpose of remediation and facilitation should not be considered as opposed to a developmental model for the suggested demonstration model (Appendix A) contains functions concerned with consulting with teachers and parents about pupil problems. The point to be stressed is one of emphasis. Developmental needs of all pupils should receive first priority and the combination function of consultation regarding the solution of a problem with a developmental approach is complementary to it. Barclay (1966), as a result of his study, stresses the importance of counselors working with teachers and children directly through the classroom in meeting needs. "The elementary counselor should function as an integral part of the elementary curriculum rather than a visiting dignitary who mysteriously appears and summons children to meet with him. If the elementary counselor is integrated into the regular school personnel and spends a certain amount of time with *every* class in the building on a regular weekly basis, he can easily engage small groups of individuals who manifest maladaptive behavior in activities which are designed to bring about more effective behavior and learning" (p. 246). Others too, have pointed out that to be effective with children it is important to work within the classroom with the significant others: peers and teacher (Gum, 1969a; Patterson, et al, 1969).

Pupils' Perception of Counselor Helpfulness

Generally, clients who make progress in therapy perceive their counselors as possessing more of certain helpfulness qualities than clients who make fewer gains in therapy. In this study it was speculated that counselors overtime, would be perceived by pupils as possessing more of these qualities than in the beginning. It was further speculated that pupils' perception of these helpfulness qualities in counselors might be a function of how counselors spent their time on guidance purposes, types of functions and counselor effort variables.

Predicting pupils' perception of counselor helpfulness qualities was possible on 18 out of 21 combinations analyzed the second year of the study (Tables 16, 17, 18, and 19). Those combinations which accounted for the largest amount of variance in the four different analyzes included the following:* (1) large number of functions performed, low counselor time on facilitative purposes, and high time on remedial purposes; (2) high time serving combinations of remedial and facilitative purposes with pupils present plus large number of functions performed; (3) large number of functions performed, low time serving remedial and facilitative purposes with teachers present, plus high time on remedial purposes with teacher present; (4) low time spent per function, high time spent in individual and group counseling and high time on placement and testing. Out of all these significant predictors two variables accounted for the largest amount of the criterion variance (78 per cent), high time serving remedial and facilitative purposes with pupils present plus large number of functions performed.

In examining the four analyzes, large number of functions performed showed up three times and low time per function once. Strictly remedial oriented functions were present in four combinations and low time spent on developmental functions once. High time spent on combination purposes of remedial and facilitative purposes with pupils present appeared once while low time on this function with teachers present occurred once. It is obvious from these analyzes that pupils' perception of counselor helpfulness is associated more with remedial kinds of activities than developmental ones. Individual and group counseling plus placement and testing were the only type of functions which were included as predictors. Developmental oriented activities did not appear as predictors except as negative ones. It appears that pupils do not perceive helpfulness qualities in counselors who spent high time on purely developmental purposes and functions. They are perceived in counselors who spend low time on developmental purposes although it must be remembered there are developmental loadings in the combination purposes which also showed up as a predictor variable. It may be that the nature of developmental guidance activities, classroom guidance, orientation, consulting with teachers, parents, etc. are such that pupils have little or no direct contact with the counselor and thus more limited opportunity to develop a trusting relationship with pupils than in counseling, for example. In other words, pupils perceived helpfulness qualities when counselors served more in a clinical role (individual and group counseling) quite similar to the counselors with whom the pupil perception of counselor helpfulness instrument (in a longer form) originally was used (Barrett-Lennard, 1960). It is interesting that high school students also perceived counselor helpfulness in relation to the more remedial oriented guidance activities, (Tamminen and Miller, 1968). A recent study by Scheuer (1971) using another modification of the same instrument found emotionally disturbed pupils' perception of the teacher's interpersonal qualities to be significantly related in a positive way to pupils' achievement gain. Here again important relationships appear associated to a remedial function. It would be interesting, however, to see if these perceptions would change if the time for developmental classroom guidance were increased significantly.

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*In general, significant combinations which accounted for only a small amount of variance were not included in the discussion.

Another important result is that the number of functions performed or low time per function appeared often in the various combinations of predictors. This indicates that in order to make a helpfulness impact, in part, the counselor must perform many functions, usually with others, but need not spend a lot of time on each function (something like 19 to 24 minutes).

Pupils decreased their perception of counselor helpfulness qualities the second year of the study (Table 20). This may be explained in terms of the shift in counselor emphasis the second year to a more developmental model and away from the remedial kinds of activities. However, where counselor time and effort were distributed in remedial ways these combinations showed up through regression analysis the second year as predictors of pupils' perception of counselor helpfulness. Moreover, perhaps counselor time and effort in a developmental model serving as a consultant to teachers, parents, principals and others and a resource in the classroom to pupils, does not provide as much opportunity for developing in-depth relationships as with individual contacts. A final caution in evaluating the results of the pupil perception of counselor helpfulness instrument is that while the reliability was quite high with teachers, test retest results with 5th grade pupils was somewhat low.

Pupils' Social Status

The social standing or acceptance of children by their peers is an important aspect of growth and development, for how others feel toward a person contributes also to his self-esteem. One's social status is also related to school achievement. There was a significant positive correlation both years between social status and achievement (Table 93). Counselors working with classroom guidance materials, counseling in groups, and consulting with teachers might be expected to have some impact on this important social variable. It was also reasoned that impact upon the social status of second grade pupils (later 3rd graders) might be a function of how the counselor spends his time across the various purposes of the functions, the type of functions performed and/or a set of counselor effort variables.

Predicting the social status of children of the combined sample was possible with a number of variable combinations but one pattern at variance with the pattern of predicting other outcome variables was performing a low number of functions, putting in a shorter day, and spending a long time per function (Table 21). In most instances predicting other outcome variables with counselor effort variables often included putting in a full day, performing many functions and spending low time per function. Besides counselor effort variables other predictor variables of pupil social status were high time spent serving combination purposes of a remedial and developmental nature and low time serving remedial purposes. In analyzing function purposes with pupils present (Table 22) revealed low time for developmental purposes plus the counselor effort variables described above. Function purposes with teachers present (Table 23) included the same somewhat unique counselor effort pattern plus low time serving remedial purposes. Analyzing the type of functions (Table 24) produced similar stress on low time for remedial activities such as placement and testing but there was also emphasis upon low time for consulting and in-service. High time for developmental guidance activities was also one of the predictor variables. It appears that gain in social status is associated with serving many combination remedial and developmental purposes, few remedial purposes with pupils, few developmental purposes with pupils, few remedial purposes with teachers, few placement and testing activities, few consulting and in-service activities, plus many developmental guidance activities. Combined with these purpose of function and type of function variables were the counselor effort variables described earlier. It was time, usually in larger units, spent for either combination remedial and developmental or away from remedial purposes (except with pupils it was low time for developmental purposes) which figured in as predictors. The methods used to serve the function purposes which were significant predictors included high time using developmental guidance activities such as classroom and orientation activities with little use of placement and testing and consulting with others. It appears that direct contact with pupils utilizing developmental guidance approaches is important in dealing with pupil social status but the purposes served stress combination remedial and developmental ones and away from purely remedial and away from purely developmental purposes.

The second grade children by the time they were third graders decreased in social status (Table 25). Counselors on the average did not appear to make significant impact upon this variable with the children in general; regression analysis seems to indicate it was only those who spent low time on remedial purposes and low time on facilitative purposes who made impact on pupil social status.

Another part of the study focused specifically on the problem of low social status. Some of the counselors, six in all, conducted group counseling sessions for 43 children who were identified in their schools as having the lowest social status in their classrooms. The four low status children were assisted in the groups by two high status children who served as models and provided feedback to low status children on the consequences of their school behavior as well as guidelines for improved social conduct and alternatives to more acceptable resolutions to conflict. The results of these ten to twelve group sessions which were conducted over five to seven weeks indicate that the low social status children made significant gains as measured one year later, when they were in the third grade (Table 26). This is especially interesting when compared to the approximately 500 children who decreased in mean social status score (Table 25).

It is concluded that using group counseling with pupils of low social status involving high status pupils as models is a method worthy of counselor and school consideration in the search for ways in which counselors can be helpful to young children.

It appears that children as they grow older become more selective in whom they choose and therefore tend to be less accepting of those outside their immediate circle of friends. Barclay (1966) in a study of the variability of sociometric scores of over 2,000 pupils in grades five through nine found that scores decreased in the sixth grade and reached the lowest mean in the seventh. Related studies (Phillips, Shenker and Revitz, 1951; Ziller & Behringer, 1961) have shown the difficulty of peer acceptance of the new pupil. From ages three to seven the child becomes increasingingly aware of racial differences (Proshansky & Newton, 1968). Thus a developmental need is already indicated.

The group counseling activity does indicate that such a trend can be broken through planned intervention so that those pupils with fewer social skills and less desirable qualities can be helped.

Perhaps counselors with more training and properly developed materials spending more time on such a *specific* need with children in the classroom on a regular basis could make greater impact on this important aspect of growth and development. The recent study by Halpin et al (1972) appears to demonstrate such a notion using the Bessell and Palomares materials (1969) as well as the earlier study by Barclay (1967). Darrigrand and Gum (1972) also found in a recent study significant increases in sociometric status of second graders through the use of both Bessel and Palomares (1969) material and the University of Minnesota, Duluth material (Gum, 1969b).

Another study, sponsored by the U.S. Office of Education, designed to overcome racism among Southern elementary and secondary children and youth found that counseling, counseling support, student programs, and remedial programs were significantly associated with positive racial climate changes. Positive racial climate was measured by number of interracial friendships, ability of pupils and teachers to work well together, integration of students informally, and black student attendance (Gordon, Blozan & Dienemann, 1972). From this study and others it would appear that both a developmental and remedial orientation can be effective in dealing with problems of social status and interpersonal relationships.

Pupils' Academic Self-Concept

How a child views his potential in school is an important factor which fosters learning when one sees himself as capable when confronted by school tasks and inhibits it when one sees himself as being unable to meet the tasks which are encountered in school. There was a significant correlation between academic self-concept and pupils' achievement both years. Academic self-concept was also significantly related both years to both pupils' real and ideal self-concepts. The first year there was a significant negative correlation between academic self-concept and discrepancy between real and ideal self-concepts, however, this significant correlation was low but in the desirable direction (–.20). The second year, it was also in the desired direction although not significant (Table 93).

Counselors on the average did not make significant impact upon pupils academic self-concept of pupils between the 5th and 6th year of school (Table 31). In fact, the academic self-concept decreased significantly the second year. When counselors did make impact upon this variable it was found to be a function of how time was spent across various purposes, types of functions, and counselor effort variables. It was found that five of these variables in different combinations predicted academic self-concept the second year of the study (Table 30). High counselor time on placement and testing, low time on individual and group counseling, and high number of functions performed, low time on consulting, and low average time per function as a significant combination of predictors accounted for the most criterion variance (64 per cent). In other words, while counselors as a whole did not make an impact upon academic self-concept those who functioned in the role pattern outlined above were found in schools where pupils perceive themselves as being more academically able in school than those where counselors did not spend his time and effort in this manner. Apparently this role pattern is more directly related than counseling which is in this aspect negatively related to academic self-concept though highly related to perception of counselor helpfulness as previously noted. Counselors in general spent considerable time in counseling and little time in placement and testing (Table 111). This may in part explain why there was no overall impact upon academic self-concept given the relationships which apparently exists as reflected in this analysis.

Pupils' Locus of Control

Children who feel they can have some influence upon their environment possess more positive attitudes toward life and are better able to utilize opportunities and overcome obstacles than those who feel helpless in a world viewed as controlled by others or in circumstances beyond their control. Counselors are interested in performing functions which help children gain confidence in their ability to control or manipulate events which have a dilatory effect upon their lives.

The importance of the feeling of influencing one's life can be seen by noting the number of other personal and school variables which show significant relationships to this factor. In the study it was significantly related both years to pupils' real and ideal self-concepts, academic achievement, and negatively to school anxiety the second year (Table 93). Interestingly as hoped for these relationships increased the second year. These correlations are consistent with previous studies (Bialer, 1961 and Miller, 1960) and reaffirms the need to be concerned about locus of control feelings in children.

In the study of counselors use of time as spent across various function purposes, types of functions performed, as well as counselor effort variance, it did not show that any combination of these variables were predictors of pupils' locus of control, however, pupils in general gained the second year significantly in this attitude of influencing one's situation (Table 36). In other words, though pupils gained significantly the second year in locus of control no significant relationship to counselor function or effort was revealed beyond the presence of counselors in the schools (Table 32, 33, 34, 35). Perhaps the increase in locus of control may also be a function of increased mental age (Bialer, 1961). An organized approach to promoting self-management and increasing one's influence has been outlined recently by Brown and Brown (1972).

DeCharms (1968) reported on a laboratory experiment conducted to determine the relationship between leadership compliance of a teacher type and group behavior of students. The major hypothesis was supported which stated that when a student attempts to change the course of events by direct influence upon the teacher, compliance by the teacher indicates to the student that he can initiate behavior to change the situation or exercise some control rather than merely respond to teacher demands. Responding to student requests appeared to be associated more with positive feelings toward the leader and willingness to work for him than if they had no say about procedures. Perhaps teachers in the present study benefited from consultations with the counselor and thus were better able to respond positively to pupil request. This notion gets some support from significant increases in teacher openness (Table 84) and the inclusion of high time in consulting activities by the counselor as one predictor variable of staff openness (Table 83).

Real Self-Concept

How one feels about himself or herself in general is an important factor in how one relates to the world although real self-concept is not as closely related to school success as self-concept measures directed more toward aspects of the school. This is borne out in this study which shows (Table 93) that real self-concept is related significantly to academic achievement but not as much as the academic self-concept measure. These two self-concept measures related negatively to about the same degree to school anxiety in children. In other words, those who regard themselves in a positive way in general and in school are the same pupils who indicate less anxiety in school situations. Sarason, et al (1960) reported similar related findings to achievement. In this study real self-concept is related significantly to ideal self-concept and negatively to the discrepancy between these two measures. How one regards himself (or herself) in his present world is also closely related to what he desires to be. The negative relationship between discrepancy score and real self-concept may indicate that the higher one regards himself the less discrepancy there is between real and ideal which might suggest the less dissatisfied one is with himself. This lends further support to the validity of the discrepancy score concept (Coopersmith, 1967).

In the study of what counselors do, there was one variable alone which predicted real self-concept scores; it was time spent in placement and testing, which was also one of the variables included in a combination which predicted academic self-concept (Table 40). Again this is evidence which supports the notion that impact on this type of factor probably calls for remedial activity revolving around testing and special placement considerations. One might speculate whether more time spent by counselors in the classroom with developmental materials dealing with self-understanding of pupils could make favorable impact upon this personal variable. Counselor time on developmental classroom units though it increased over the first year was still a small portion of counselors' total time, less than 5 per cent. Recent cooperatively sponsored studies (Darrigrand & Gum and Pardew & Schilson) between the Minnesota Department of Education and the University of Minnesota, Duluth and the University of North Dakota have demonstrated that elementary school counselors presenting developmental classroom guidance curriculum materials in a regular classroom can make significant impact upon the self-concept of children, even as young as nursery school age. Affective curriculum materials used included those by Anderson, Land & Scott, (1970), Bessel & Palomares (1969), Dinkmeyer (1970), Gum (1969b). Barclay (1967) points out that "we are still unsophisticated when it comes to understanding the power potential of brief interventions in group behavior. It would appear that brief interventions may result in differences in operant behavior which could then lead to gradual changes in personality" (p. 245).

Ideal Self-Concept

How one would like to be, especially the difference between what he feels he is and what he would like to be is an important measure of adjustment and was discussed earlier. Ideal self-concept was related both years, although more the second year, to the discrepancy between real and ideal self (Table 93). In other words, those who had extremely high or low ideal self-concept scores were also those who had extremely high or low discrepancy scores as expected (see next section for explanation). Ideal self-concept like real self-concept was related significantly to academic achievement ratings although not quite as high. How one sees himself or herself in a real or ideal manner is closely related to how well one does his schoolwork. This finding is similar to other studies (Coopersmith, 1959; Combs & Soper, 1963; Bledsoe, 1963; Hamachek, 1960; Howell, 1972; and Wattenberg & Clifford, 1964).

In the study of counselor time and function nearly half of the criterion variance was accounted for by total time spent by the counselor working plus time spent for a combination of remedial and facilitative purposes (Table 43). Nearly two-thirds of the variance was accounted for by time spent on placement and testing, individual and group counseling, and number of functions performed (Table 45). Again the emphasis seems to be that impact upon ideal self-concept is related to counselor time spent more on remedial kinds of activities plus performing many functions. Low time spent on developmental guidance was included as one variable in another equally significant set of predictors which suggest that change in ideal self-concept is associated with time away from developmental guidance and toward time spent on remedial measures or combination of remedial and developmental measures.

Discrepancy Between Real and Ideal Self-Concept

The difference between how one sees himself and the way he would like to be is a more discriminating assessment of where one is at relative to self-esteem than either a real or ideal measure. While both mean real and ideal measures decreased significantly the second year (Tables 41, 46) the discrepancy score remained exactly the same (1.12) meaning that self-esteem really did not change only the pupils' reference points (p. 102).

In examining the study of counselor time and function in relation to discrepancy scores it was not possible to identify any predictors. Again it might be speculated as with ideal self-concept that more time on developmental guidance activities in the classroom might produce favorable impact upon discrepancies between real and ideal self-concept.

Intercorrelational findings indicate that discrepancy scores were significantly related to both real and ideal self-concepts in opposite directions. Ideal and discrepancy scores were positively related which is expected. In order for the discrepancy concept between real and ideal to operate the correlation between ideal and discrepancy must be positive while the correlation between discrepancy and real must be negative. The findings in this study support this notion. It is interesting that some educators and school districts are beginning to consider self understanding and other affective dimensions important in their own right and in some cases deserving high priority (Cloquet, 1971; Duluth 1971). The Minnesota Department of Education (1972) has included affective measurement as an important factor in a state-wide assessment program.

School Anxiety of Pupils

It was pointed out earlier (Sarason, et al, 1960) that the presence of undue anxiety over school tasks is associated with poor achievement. This relationship received further affirmation in this study (Table 93) with high achievement and low anxiety and low achievement and high anxiety showing up both years. Of further interest is the finding regarding the lie score; high achieving pupils tended to present themselves in a favorable light, whereas pupils with low achievement tended to be more honest (Table 93). School achievement was positively related to the lie score thus suggesting that a reluctance to admit common shortcomings goes together with school achievement.

School anxiety of pupils decreased significantly the second year (Table 55). However, significant reduction in anxiety appears not to be a function of how counselors spent time on various purposes, types of functions or counselor effort variables (Tables 51, 52, 53, 54). Other than increased teacher openness measures which usually produces a less threatening relationship it is not clear what specifically counselors do that has impact upon this important variable although we know generally counselors were more developmentally oriented the second year (pp. 180-183, 211-212).

In a recent, comprehensive review of the problem of anxiety in children and its relation to school (Phillips, 1971), it was pointed out that where anxiety is the result of psychological stress within the school, intervention strategies must be used to accommodate more individuals than through a remedial approach which serves only a few. Prevention strategies which provide psychological consultation for the classroom teacher were stressed much in the same way as the developmental guidance model.

Achievement Rating of Pupils

The relationship of personal-social variables to school achievement has been discussed in the earlier sections of this chapter but because academic achievement is so central to the purpose of the school it is worth repeating. The one overriding observation is that all of the eight personal-social variables were significantly related to academic achievement, the highest being academic self-concept. Other important personal-social variables significantly related to achievement include social status, locus of control, ideal and real self-concepts, discrepancy between real and ideal self-concept (negative), school anxiety (negative), and lie score. These relationships were significant both years in all instances except discrepancy scores the second year were not significantly related to achievement (Table 93).

The mean achievement rating of pupils did not change significantly the second year. It was 2.54 the first year and 2.56 the second year (Table 61). The reduction in the size of the correlation coefficient the second year between achievement and social status though still significant is probably a result of the mean social status decreasing the second year (Table 93).

In the analysis of counselor functions served and counselor effort variables there was no combination which predicted academic achievement (Tables 57, 58, 59, 60). In other words, there was no significant relationship between what counselors did in terms of their role and the achievement rating of pupils, however, it must be kept in mind that all eight of the other personal-social variables were significantly related to achievement, and these variables were significantly related in most cases to what counselors did. Counselors hoping to make impact upon achievement might do well performing those tasks which have shown in this study to be predictive of academic self-concept, real and ideal self-concepts, social status, locus of control and test anxiety. These aspects correlated significantly with academic achievement. Thus the data seem to suggest that affective aspects are significantly related to achievement and a counselor role model which focuses upon the affective domain seems supported. Moreover this confirms the dialectic between the cognitive and affective domain (Grams, 1966, Gum, 1969).

It is interesting that Stormer (1967) after group counseling with elementary children, teacher group discussions and parent group discussions found similar results (reduction in pupil anxiety, increase self-reliance, etc.) but no significant change in achievement, however, he pointed out that important personal-social variables must change first, improvement in grades happens later. However, it will be recalled that Wirt (1970) reported important achievement increases of Minnesota underachievers whose parents participated in discussion groups led by counselors and social workers. Penn (1972) found similar achievement results in working through teachers and parents. Howell (1972), working with low achievers at the elementary school level using the University of Minnesota, Duluth developmental guidance materials (Gum, 1969b) found a .91 correlation between self-concept gain scores and achievement test gain scores. Those with high self-concept gains were also those with high achievement gains whereas the control group members showed a low relationship (r–.26). Kaczkowski (1971) in the Illinois study found teachers reporting improved academic performance as well as a reduction in disturbing behavior of counseled pupils even though counselor emphasis was upon adaptive school skills rather than the subject skills.

Staff Perception of Appropriateness of Guidance Functions

How school staff perceive the appropriateness of a set of guidance functions is an index of the degree of acceptance of the model espoused. In general staff perception of the appropriateness of guidance functions did not change from one year to the next (Table 74). The intercorrelation matrix revealed some interesting relationships between staff perception of guidance functions, staff openness to the counselor, and staff perception of counselor helpfulness (Table 91).

In both years there was a significant relationship between staff perception of appropriateness of guidance functions and staff perception of counselor helpfulness; there was also a significant relationship between appropriateness and staff openness to the counselor. While there was a significant relationship between staff perception of appropriateness of guidance functions and perception of achievement of the functions and perception of helpfulness of the guidance functions the size of the relationship was greater the second year, .38 to .51 and .33 to .45 respectively (Table 91).

In searching for further relationships, it was found that of eight selected guidance functions 11 out of 16 first and second year correlations of appropriateness were significantly related to the teachers' openness to the counselor (Table 92). This seems to suggest that teachers are more apt to be responsive to counselors when they (teachers) feel counselor functions are more relevant to what they are doing.

Counselor time spent serving facilitative purposes, remedial purposes, plus number of functions performed were predictive of staff perception of the appropriateness of guidance functions accounting for about two-thirds of the criterion variance (Table 62). Low time spent per function also figured in but made only a slight increase in criterion variance. Two-thirds of the variance was accounted for by high time spent by counselors with pupils present for facilitative purposes, total time spent working, high time spent for remedial purposes and low time per function. (Table 63). Another set of significant predictors included high time spent with teachers present for facilitative purposes and number of functions performed (Table 64). The most variance was accounted for by high total time spent working, high time on consulting and in-service activities, high time counseling plus low average time per function (19-24 minutes) (Table 65). Counselors who spent considerable time on both facilitative purposes and remedial purposes, who also performed a lot of functions putting in a full day were in schools where staff perceived the guidance functions as appropriate.

Generally staff perceived the guidance functions as appropriate both years with a mean appropriateness rating of 4.07 and 4.14 respectively out of a possible 5 points (Table 74); however, the difference between first and second years was not significant.

Staff Perception of the Achievement of Guidance Functions

How staff perceive whether or not the guidance functions were achieved is one way of assessing role implementation especially those functions which pertain to counselors working with teachers. Staff perception of the achievement of guidance functions did not change significantly the second year. The mean score of teachers' perception of achievement of guidance functions was in the upper range both years being 3.24 and 3.26 respectively on a five point scale. This indicates a positive though modest staff assessment of achievement of the guidance functions by counselors (Table 74).

The intercorrelations between openness to the counselor and achievement of eight selected guidance functions indicates significant relationships for all eight comparisons both years, the highest being .45 the first year between openness to the counselor and the function to "identify and refer children to specialist". Six out of the eight highest correlations occurred the first year ranging from .42 to .45 (Table 92).

Staff perception of achievement of guidance functions was significantly related both years to staff openness to the counselor, staff perception of counselor helpfulness, staff perception of appropriateness of guidance functions, and staff perception of helpfulness of the guidance functions. The highest correlation was with staff perception of helpfulness of guidance functions .86 and .88 respectively (Table 91). Thus these two aspects are intertwined.

The prediction of perception of achievement of the guidance functions was possible through multiple stepwise regression using counselor time spent on various purposes and counselor effort variables. Of the four significant predictors the largest amount of variance (70 per cent) was accounted for by high time spent for facilitative purposes, low average time per function, high time for remedial and facilitative purposes, and high time for remedial purposes (Table 66).

There was 58 per cent of variance accounted for by another combination through regression analysis, low time spent with pupils present serving remedial purposes, high total time spent working, and high time spent for facilitative purposes with pupils present (Table 67).

Another regression analysis yielded five sets of predictors with the largest variance accounted for (70 per cent) by high total time spent working, high time with teachers serving developmental purposes, high time with teachers present serving remedial purposes, low average time per function, and high time with teachers present serving combination remedial and facilitative purposes (Table 68). In other words, all but number of functions performed were important predictors in this analysis.

Analyzing type of functions performed (counseling, developmental guidance activities, consulting, and placement and testing) plus counselor effort variable did not produce any significant predictors of staff perception of achievement of guidance functions (Table 69). It is interesting that while combinations of counselor effort and function purposes predict achievement of functions the specific type of functions do not.

Staff Perception of Helpfulness of Guidance Functions

How staff feel about the degree of helpfulness of the guidance functions is one method of evaluating the effectiveness of the guidance program. Staff perception of helpfulness of the guidance functions on the average did not change from one year to the next with the mean score both years just slightly above the middle (3.13 and 3.10) in a positive direction (Table 74). This indicates that achieving important counselor objectives were perceived as more helpful than not helpful for the average counselor. The thirteen selected functions for the counselor are in Appendix C.

The perceived helpfulness of guidance functions both years was significantly related to the following variables: achievement of functions, appropriateness of functions, staff openness to the counselor, and perceived helpfulness of the counselor. The direction of the correlational coefficients was toward more positive relationships the second year (Table 91). Further intercorrelations between perceived helpfulness of functions and teacher openness to the counselor indicated 16 positive correlations both years with eight of the 16 counselor functions selected for this analysis (Table 92). The teachers' perception of the appropriateness of two selected counselor functions with perceived helpfulness of guidance functions correlated .64 the first year and .73 the second year (Table 94). This means that appropriateness of "counselors facilitating parent-teacher conferences" and "working with parents" and perception of guidance functions helpfulness go hand in hand.

In the regression analysis of counselor time spent on various function purposes and counselor effort variables it will be recalled that four sets of variables were predictive of staff perceived helpfulness of guidance functions from one analysis. Nearly two-thirds of the criterion variance was accounted for by counselors who spent high time for facilitative purposes, low time on the average function, and high time for combination of remedial and facilitative purposes (Table 70). In another analysis only two-fifths of the variance was accounted for by number of functions performed and high time spent by counselors with pupils present for facilitative purposes (Table 71). The presence of teachers also produced predictive combinations of staff perception of helpfulness of guidance functions (Table 72). The highest of four significant predictors (two-thirds) included high total time spent working, high time with teachers present spent serving remedial purposes, high counselor time spent on combination purposes of remedial and facilitative purpose, plus low time spent per function. In this analysis taken collectively it didn't make any difference what kind of purposes the counselor served over another but it was apparently important that he served *all three purposes*—facilitative, remedial, and combination, however, they must be in different combinations with the counselor effort variables. It was also important that counselors keep the time spent per function down and put in a full day working. It is interesting that the type of function performed (counseling, consulting, testing, etc.) did not predict staff perception of helpfulness of the guidance functions (Table 73).

Staff Openness to the Counselor

It was pointed out earlier that openness to the counselor is an important prerequisite to effective consulting relationships. Staff openness to the counselor was positively related both years to staff perception of appropriateness, achievement, and helpfulness of the guidance functions. Staff openness to the counselor was also positively and significantly related to staff perception of counselor helpfulness which was substantially increased from .26 to .52 the second year (Table 91).

Staff openness to the counselor increased the second year going from 63.23 to 63.99, however the increase was not large enough to be significant (Table 79). In the multiple regression analysis high counselor time spent for facilitative purposes and low time spent for the average function were predictive of staff openness to the counselor (Table 75). High time with pupils present spent for facilitative purposes and performing a large number of functions were also predictive of this outcome variable (Table 76). In conclusion, staff openness as an important variable in the consulting relationship was significantly related to a number of other variables which are of concern in the guidance program. These variables include, staff perception of the guidance functions (appropriateness, achievement, and helpfulness) and perception of counselor helpfulness. The regression analysis indicated that high counselor time spent on facilitative purposes, performing a lot of functions, and low time spent performing the average function were significant predictors of staff openness to the counselor. A final word of caution is offered here due to the .57 test retest reliability of this instrument.

Staff Openness to Others

A total measure of openness to a group of selected individuals is thought to be related to general openness which in turn is related to one's willingness to consider a wide range of alternatives developed cooperatively with others in the resolution of conflict. Of special concern here is the willingness of staff to disclose some personal attitudes and feelings to selected individuals —friend, spouse or relative, teacher colleague, counselor, and/or principal.

The total score of openness of teachers to others increased significantly the second year 326.50 to 342.05 which included both those teachers who responded both years and those who responded only once (Table 84). The matched group of teachers did not change significantly in their openness to others (344.08 to 341.79).

Openness of staff was possible to predict from high counselor time spent working, low time on developmental guidance activities, high time spent in counseling, high time per function, low number of functions performed, and high time spent in consulting and in-service activities (Table 83). This is a second time that *low* number of functions performed and *long* time spent per function were related to any variable. (See Pupil Social Status)

Parent Guidance Attitude

The attitude of parents toward the guidance program is important as a source of support but it is also an important outcome variable, however the instrument also measures attitude toward guidance even though no actual contact was made with the counselor. Counselors are expected to provide consulting services to parents whose children are in school. In the intercorrelation analysis the guidance attitude of parents was not significantly related to any of the pupil personal-social variables either year (Table 93).

In the regression analysis parental guidance attitude was predictable through a number of combinations of counselor effort, purpose, and type of function variables. The largest amount of the criterion variance (95 per cent) was accounted for by low time spent per function, high time on counseling, high time on placement and testing, large number of functions, and high time spent on development guidance (Table 88).

Analysis through regression of time spent with pupils present produced six additional predictors but most of the variance (90 per cent) was accounted for by large number of functions performed, high time with pupils for combination remedial and facilitative purposes, high total time spent working, and low time spent for each function (Table 86).

Time spent with teachers present also produced additional predictors of parents' guidance attitude (Table 87). In one analysis the highest variance (84 per cent) was accounted for by large number of functions performed, low time spent per function, total time spent working, and time with teachers for remedial purposes. In another analysis the largest variance (92 per cent) was accounted by high counselor time spent on combination purposes, high time on developmental purposes, high time working, high remedial time with teachers, and low time spent per function (Table 87). It would appear that both remedial and developmental orientations were associated with favorable parental attitudes toward guidance and thus it is difficult to tease out any clues as to what it is that counselors do specifically that predicts this variable. One might raise the question of how much do parents really know about the guidance program. Except the intercorrelations with staff variables discussed in the next section we do not know very much about counselor influence upon this variable. Most parents rated the notion of guidance favorably (Table 129).

The general attitude of parents toward guidance did change significantly the second year over the first year going to 3.52 mean score from 2.92 mean score, respectively (Table 89). This can be explained in part by the only unfavorable score where the counselor was involved in discipline. The need for counselors to be trained to work more directly with parents should be stressed (Gum, 1969a) and although not included as a part of the evaluation in this study it is interesting that evidence seems to be building that counselors can be helpful in working with parents (Plott, 1971; Palmo & Kuzniar, 1972; Buchmueller, et al, 1954; Carroll, 1960; Patterson, et al, 1969; Penn, 1972; Shatter, 1956; Samuels, 1958; Stormer, 1967; Tamminen, 1957; Wirt, 1970). The importance of the parent-child relationship in facilitating positive self-esteem and competence building has been well stressed in the study by Coopersmith (1967) and the literature review by Grams (1966). There is a growing trend to bring the parent back into the school including evidence of its worth (Gordon, 1970; Hess & Shipman, 1968; Levenstein, 1971; Smith, 1968; Weikart, 1971; White, 1972). In other instances parents are demanding involvement. The Minnesota model sees the parent as a significant other who must be involved from a developmental viewpoint (Grams, 1966; Gum, 1969a; Miller, 1966).

DISCUSSION OF INTERRELATIONSHIPS

Relationships Among Staff Perception of Counselor Helpfulness, Staff Openness to Counselor, and Staff Perception of Guidance Functions

Principals both years perceived counselors as more helpful than did teachers (Table 90). It may be that principals developed closer relationships to the counselors than teachers due to the fact the principal was instrumental in initiating the elementary guidance program. All correlations among these variables — staff perception of counselor helpfulness, staff openness to counselor and staff perception of guidance functions — were significant (Table 91). The positive relationship between staff perception of counselor helpfulness and staff openness to counselor increased the second year going from .26 to .52 however, though the number of staff who completed the instruments increased the second year, only a little over half of the staff responded. Staff were much more inclined to complete the perception of guidance functions questionnaire than the "Who Knows You in Relation to Work" instrument which was more personal and resisted by staff generally. Nevertheless the increased correlation is in the direction expected in that as a guidance counselor is perceived as helpful to that degree teachers will tend to be more open with him (her).

The question, of whether the openness of the staff to the counselor is a function of their perception of his helpfulness or vice versa gets some clarification by examining the relationship between staff perception of counselor helpfulness and 1) staff perception of achieving the guidance functions and 2) their perception of the guidance functions being helpful. In both instances the relationship to staff perception of counselor helpfulness increased the second year going from .43 to .59 and from .46 to .57 (Table 91). The relationship of staff openness to these same two variables did not change the second year. Staff openness to the counselor did not change significantly the second year (Table 79). It will be recalled that teachers' perception of counselor helpfulness decreased the second year (Table 15) and that mean teachers rating of helpfulness and achievement of guidance functions did not change significantly during the same period (Table 74). This would tend to suggest that decreasing perception of counselor helpfulness increased the relationship to staff perception of achieving and finding the guidance functions helpful with openness to the counselor held constant, however, there was less variance the second year. This might mean staff moved toward greater agreement in how they perceived their openness to the counselor.

Another important aspect which is related is the relationship between staff perception of the appropriateness of the guidance functions to 1) the staff perception of achieving the functions and 2) finding the guidance functions helpful. Both years the relationship was significant but the second year both relationships were greater going from .38 to .51 and .33 to .45 respectively.

Thus although staff perception of the appropriateness of guidance functions is not as highly correlated to staff perception of counselor helpfulness .28 to .23 or to staff openness to counselor .31 to .26, appropriateness is highly related to the staff perception of the achievement and the helpfulness of guidance functions. Staff openness to the counselor in reference to 1) staff perception of achievement and 2) staff perception of helpfulness did not increase very much going from .48 to .49 and from .46 to .48 respectively (Table 91).

Staff perception of counselor helpfulness therefore indicates a slightly higher relationship to staff perception of achieving the guidance functions and finding them helpful than staff openness to counselor.

It is recalled from the study of model implementation that the only combination of counselor functions which predicted teachers' perception of counselor helpfulness was a set of functions performed by the counselor when the teacher was present. It would appear that the teachers' rating of the counselor is strongly influenced by his demonstration of competence through performing in front of the teacher and actually achieving the guidance functions which teachers find helpful. It is quite apparent in both years that there is a strong relationship between staff perception of achievement of the guidance functions and finding them helpful, .86 and .88 respectively.

Relationships Between Teacher Openness to the Counselor and Teachers' Perception of Selected Guidance Functions

An inspection of the data in Table 92 reveals that most of the comparisons, thirty-nine out of forty-eight, both years were significant. Although there was some shifting upward and downward from the first year to the second year most of the relationships retained significance.

Teachers' openness to the counselor was generally less well related to the appropriateness of specific guidance functions. Correlations were generally lower and all the five non-significant correlations were associated with the concept of appropriateness.

The higher correlations, those in the forties, were consistently between teachers openness to the counselor and their perception that the selected guidance functions were both achieved and helpful.

It was anticipated that such relationships would be much higher with counselors functioning in a developmentally oriented model, however, as was revealed in the model implementation phase of the study, it was the *combination* function of remedial and developmental which formed the set of variables predicting teachers' perception of counselor helpfulness rather than developmental alone.

However, in view of the low correlations between the openness and the appropriateness variables one might speculate that teachers perhaps do not perceive the appropriateness of guidance functions as being as relevant a determinant of their feelings or attitudes toward the counselor, rather *achievement* of the function or *helpfulness* of the function seem more relevant.

Relationships Among Pupil Personal-Social-Academic Variables and Parent Guidance Attitude

In searching for relationships among personal-social-academic variables of pupils as well as the guidance attitude of parents it is not surprising that pupils' achievement both years was significantly related to all pupil personal-social variables since peer status, self-concept and test anxiety, and locus of control are characteristics often associated with achievement (Table 93). The highest measured relationship with achievement was academic self-concept. The guidance attitude of parents however was not related in any significant way with the personal-social-academic pupil variables. Again it will be recalled that counselors in general did not have very much training in working with parents.

Self-concept dimensions were highly intercorrelated, the highest correlation, a —.60 occurring between the real self-concept and discrepancy score. This may be interpreted to mean that pupils who rate the real self-concept low are likely to be the ones who show a wide gap between what they say they are and what they would like to be. The opposite may also operate, those who rate the real self high show little discrepancy between how they see themselves and how they would like to be. Pupils' ideal self-concept both years was also significantly related to one's real self image. This could be explained by individuals who though they may use different self reference points show about the same discrepancy between these two scores (p. 224).

Pupils who felt competent in school showed little discrepancy between their real and ideal self-concepts the first year. Pupils' attitude toward their competence in school was also positively related to real and ideal self-concept measures although the ideal dimensions were not as highly correlated as real self-concepts. This is understandable since pupils who feel they are successful in school may experience ego gains which in turn strengthens the concepts of the real-self whereas the ideal concept may be in the area of wishful thinking and perhaps less connected with such reality phenomena as perceived competence in the school setting.

Pupils who perceived control of their environment and hence felt better able to shape their destiny were also the same ones who held higher self estimates and vice versa. It would seem reasonable that the pupil who feels competent in school would experience less anxiety. The correlation between school anxiety and academic self-concept was negative as predicted but did not reach significance. The pupil who is overwhelmed by the anxiety generated by a school situation is certainly not one who feels he is in control and this notion was supported in the study, especially the second year when the negative relationship reached significance. In other words, those with high anxiety scores were also those with lower locus of control scores and vice versa.

In both years anxiety was also related negatively to pupils real self-concept. The relationship reached significance the second year. This means the child who rates his day-to-day image of himself high expresses low anxiety. In the study anxiety also related to the need for children to some degree to lie, to cover up and make themselves look good in the eyes of others.

Relationships Among Pupil Variables, Parents' Guidance Attitude, Teachers' Openness, Perception of Two Selected Guidance Functions and Rating of Guidance Helpfulness

An additional analysis (Table 94) combined most of the pupil psychosocial and academic variables, the parents' guidance attitude and included three teacher variables: teachers' openness to others, teachers' perception of the guidance functions (helpfulness scale), and the teachers' perception of two specific guidance functions ("working with parents" and "working with teachers to facilitate parent-teacher conferences").

Teachers, the second year, who were more open to other adults tended to be in classrooms where pupils held low academic self-concepts and vice versa. It has been postulated that openness attitudes fosters communication and although the openness instrument used in this study asked teachers about the degree of self-disclosure to other adults (not children) it appears that high openness is associated with low academic self-concepts in pupils and vice versa. The items on the instrument dealing with openness are generally negative and personal only in relation to the work situation. It will be recalled that the original instrument used in the study provoked strong resistance and hostility from the teachers so that is was necessary to revise the form because they considered it too personal and an invasion of privacy. It might be speculated that teachers were willing to reveal negative things and because of this kind of openness were more confrontive and thus harmful in their approach. In view of the present emphasis upon sensitivity training it appears that being confrontive in a negative way could be very threatening if not combined with positive communication. Possibly related to this phenomenon is the positive realtionship between teachers' openness and pupils lie score the first year. In other words, pupils have a strong need to show themselves in a favorable light in classrooms where teachers have revealed this openness.

Teachers who perceived the guidance functions as helpful also scored high on the openness scale, the first year. This seems to suggest that when teachers feel guidance functions are helpful they respond in an open manner. It could also mean that teachers who are open are more prone to seek other alternatives and receive help through guidance functions.

The first year the more favorable parental attitudes toward guidance were associated significantly with both teacher perception of appropriateness of two selected guidance functions and their perception of guidance functions helpfulness (Tables 94 & 95). Perceived helpfulness of guidance by teachers and parents as represented by these measures seem to go together. Counselors who make positive impressions on one appear to do so on the other.

Relationships Between Selected Pupil Variables and Parent Guidance Attitude Plus Teacher Perception of Counselor Helpfulness

Comparing pupil personal-social variables and parents' guidance attitude with teachers' perception of counselor helpfulness yielded only two significant correlations which occurred in the first year of the study (Table 95). Test anxiety was significantly related in a positive way but the guidance attitude of parents was negatively related to teachers' perception of counselor helpfulness. This means that teachers who perceived the counselor as helpful were in classrooms where pupils expressed anxiety in test situations and their parents saw the guidance program as showing promise (it may be recalled that a high parent score is unfavorable). Counselors who communicate helpfulness attitudes to teachers seem to communicate the same attitude to parents. This relationship is supported by a similar significant association mentioned above between parents' attitude and teachers' perception of helpfulness of guidance functions and two selected guidance functions as well. The first year counselors spent about 10 per cent of their time with parents and 11 per cent the second year and counselors desiring to make more positive impact upon parents may need to spend more time with them communicating and meeting their needs as discussed earlier (p. 232).

Pupils manifesting anxiety may produce a condition that encourages the teacher to call upon the counselor for assistance which in turn influences how the teachers perceive the counselor as being helpful although such a condition was not present the second year when counselors it may be recalled were more developmentally oriented (Tables 2-9) and less well perceived by teachers (Table 15). It will be recalled further that teachers' perception of counselor helpfulness was related to counselor time spent on a combination of remedial and developmental purposes and not purely developmental purposes.

SUMMARY

Part I

The first set of research questions dealt with the nature of the guidance model which was actually implemented in the school by the fourteen counselors who performed thousands of functions and used many methods to serve the several guidance purposes. The type of functions performed by the counselors (counseling, developmental group guidance, consulting and in-service, and placement and testing) as well as the *purposes* they were to serve (developmental, remedial, or combination of remedial and facilitative) were studied along with a set of counselor *effort* variables (average time per function, total counselor time spent working and number of functions performed). Time comparisons were made each year across a) the three function *purposes* served, b) the four *types* of functions used by counselors to serve the purposes, and c) the counselor *effort* variables. First and second year comparisons were also made. The analysis dealt with the question as to the nature of the model implemented in the school by counselors.

In the study of counselor time across function *purposes, types* of functions, and counselor *effort* variables the first year a developmental model orientation was favored over a remedial approach although four of the ten comparisons were not significantly different. Second year comparisons shifted to stress a developmental model more with four significant increases in time spent in developmental categories whereas remedial ones showed only two, and in the combination category there was only one significant increase in time. Most of the counselor's time the second year was spent in consulting and in-service activities although not significantly greater than counseling functions which were a close second. Time spent the second year was significantly greater on developmental guidance activities over placement and testing, representing a significant change over the first year. Developmental purposes were served significantly more than remedial ones both years. Combination purposes of a remedial-developmental nature were served significantly more both years over remedial purposes, however, combination purposes were not significantly greater than developmental ones except when pupils were present. Time spent on testing was small as was the time on developmental guidance activities in the classroom compared to consulting and counseling. (See Figure 5). It is important to recall that most of the contacts were initiated by the counselor who apparently had considerable influence over his (her) role and the one largely responsible for establishing the orientation of the guidance model implemented in the school.

Part II

In addition to examining the question of model implementation (Part I) a major portion of the questions in the study (Part II) dealt with whether placing a number of counselors in elementary schools actually did make an impact on desirable outcome variables such as academic self-concept, academic achievement, peer sociable status, pupil perception of counselor helpfulness, teacher preception of counselor helpfulness, pupils' locus of control, staff openness to the counselor, etc. First and second year comparisons were made. Another major set of questions in the model effectiveness part of the study was concerned with the possibility of predicting outcome variables by knowing how counselors spent their time in the schools as to function *purpose*, *type* of function, and counselor *effort*. This latter notion is something of a departure in evaluating guidance but offers promise as a research endeavor as it links counselor effort, purpose, and method together with effectiveness to investigate the operational concept of role which is more than examining counselor impact upon a single outcome variable without regard to how his energies were distributed.

One set of research questions concerned about counselor effectiveness, revolved around whether or not counselors in general without regard for how time was spent or what function was performed did in fact make impact upon the various pupil outcome variables. Also important were process type variables such as teachers' perception of counselor helpfulness and parent attitude toward guidance presumed to be important if counselors are to be effective in making impact on significant others who are equally concerned about the same pupil guidance variables. Outcome variables were compared the first year with the second year. The following single pupil-staff outcome variables did not change the second year: discrepancy between real and ideal self-concept, pupil achievement as rated by teachers in five areas (reading, mathematics, science, social studies and language arts); the teachers' perception of the guidance functions in all three categories (appropriateness, achievement, and helpfulness); the teachers' openness to others (friend, spouse, teacher colleague, counselor, or principal) did not change with those who responded both years.

Three pupil outcome variables decreased the second year and included the following: social status, academic self-concept, and perception of counselor helpfulness. The teachers' perception of counselor helpfulness decreased the second year. The attitude of parents toward elementary school guidance did change significantly but remained within a favorable range. However, as noted below all of these pupil-teacher-parent variables except discrepancy scores were predictable by counselor's distribution of time across various purposes, types of functions, and counselor effort variables. It will be recalled that both real and ideal self-concept decreased significantly and other than an apparent shifting in reference points it is not clear what this means since the more important discrepancy score did not change.

Significant increases in pupil guidance variables included low status pupils who received group counseling, locus of control, and anxiety decreased (due in part to increase in lie score). Teachers who responded both years (unmatched) showed an increase in their openness to others the second year. These changes occurred the second year when counselors were more developmental in their role performance.

Looking at how counselors spent their time for various function *purposes* as well as *type* of function plus distribution of counselor *effort* produced additional information about counselor impact on the outcome variables. Examining pupil outcome variables through regression analysis sixteen combinations were predictive of the following five pupil variables: perception of counselor helpfulness, social status, academic self-concept, real self-concept, and ideal self-concept. In five of these sixteen combinations high number of functions performed appeared as one of the common predictor variables. Another common pattern was that remedial oriented variables showed up as predictors frequently and developmental oriented variables were often noticeably absent or negatively correlated. An example, pupil perception of counselor helpfulness included as predictors high time working to serve remedial and combination of remedial and facilitative purposes, high time in individual and group counseling, high time on placement and testing, and low time on facilitative purposes. Low time spent performing each function also was included. A partial exception to the above pattern was one combination including large number of functions performed, high time on remedial purposes with teachers present plus low time with teachers present serving combination remedial and facilitative purposes.

Another example of this pattern was predicting both real and ideal self-concept. High counselor time performing placement and testing predicted real self-concept. Ideal self-concept was predicted by high counselor time serving remedial and facilitative purposes and working a full day. Ideal self-concept was also predicted by high counselor time spent on placement and testing, high time in individual and group counseling plus performing many functions, and low counselor time on developmental activities.

Two additional pupil guidance outcome variables contained similar remedially oriented loadings though not quite as pronounced. Social status of pupil was predicted in part by low time with pupils for facilitative purposes and low time with pupils serving remedial purposes. Social status was also predicted by emphasis upon combination remedial and developmental role functions. Some developmental thrust also predicted social status (Table 96). Academic self-concept was predictable by counselors who spent high time on placement and testing, performed many tasks, and spent low time on individual and group counseling.

In examining staff and parent guidance variables one common pattern was that of the nineteen significant combinations low time (19-24 minutes) spent performing functions showed up fourteen times. Performing a large number of functions occurred eight times. Counselors working a full day showed up in six combinations. Another common pattern was that both remedial and developmental types of activities appeared as predictor variables. Staff perception of the guidance functions (appropriateness, achievement, and helpfulness) predictable by eleven combinations contained nine developmental variables, seven remedially oriented functions plus the combination remedial and facilitative variable with four sets. Teacher perception of counselor helpfulness was predictable by playing down both remedial and developmental emphasis and stressing counselor time on combination remedial and developmental purposes.

Staff openness to the counselor an exception to the pattern included one developmental variable but no remedial variable, however; staff openness to others included both remedial and developmental variables as predictors.

Parent guidance attitude was predictable mostly by counselor time spent on remedial variables, although in the four selected combination of predictors the combination remedial and facilitative variable appeared once.

In summary, then three pupil-teacher variables, locus of control, school anxiety and teacher openness (unmatched) on the average improved significantly the second year. Pupils with low social status who received group counseling increased significantly in their social status. Pupil perception of counselor helpfulness, pupil social status, academic self-concept, real and ideal self-concepts were predictable in the way counselors spent their time across various function purposes, types of functions, and counselor effort variables. Teacher perception of counselor helpfulness, staff perception of guidance functions (appropriateness, achievement, and helpfulness), staff openness to others, and parent guidance attitude were also predictable by certain combinations of counselor effort and function purposes plus type of function variables. The only variables which did not change significantly and were not predictable by how counselors spent their time and effort were pupil achievement as rated by the teacher and discrepancy between real and ideal self-concept.

Academic achievement, however, was significantly related to other important pupil variables (social status, locus of control, academic self-concept real and ideal self-concepts, and school anxiety). It might be that teachers tend to grade pupils on a normal distribution and expectancy levels rise for the pupil as he gets older in order to remain in the same position. It appears that counselor concern about academic achievement might be directed toward indirect approaches focusing upon school anxiety, self-concept, locus of control and social status. Howell (1972) found increases in self-concept gain scores highly correlated with increases in achievement gain scores. It will be recalled that others who worked specifically with underachievers were successful (p. 226).

One obvious conclusion is that impact upon twelve pupil-teacher-parent variables was possible only by counselor energy spent in a variety of ways. Impact upon pupil perception of counselor helpfulness, real and ideal self-concepts, social status, and academic self-concept was often associated with high counselor time spent on remedial activities and low time on developmental ones although some were less pronounced.

Short time performing functions (19-24 minutes) was also an important predictor. Impact upon staff and parent variables was also associated with low time spent per function. One strong pattern revealed was that impact upon staff variables was usually associated with counselor distribution of effort across *both* developmental and remedial functions and *combination* (remedial and facilitative) purposes. Counselors working a full day and performing many tasks also were important predictors.

The bimodal model emphasis of Byrne (1967) and Tamminen and Miller (1968) stressing time both for developmental needs and remedial needs appears well supported in this study and others. The bimodal approach seems to be catching on in other educational areas as well. Deno (1970) of the University of Minnesota conceptualizes a new model for special education, "special education as developmental capitol" which calls for effort directed at *both* the remediation of learning difficulties and intervention in the classroom learning environment and the school organizational structure to serve in a preventive role. This model suggestion of Deno for special education and the evidence in this study and others (Chapter Two) pointing out the elementary counselor's contribution to those with remedial needs raises serious questions about the future direction of both special education and elementary counselors since the two appear to be moving closer together sharing functions and responsibilities.

The results indicate that decisions must be made by the school as to what outcome variables are most important for it is doubtful that one counselor alone without team effort (Muro and Merritt, 1968) could with this evidence make an impact on all important variables. It is rather clear that: a) a *developmental model* which became more fully implemented the second year was associated with three pupil-teacher variables increase in pupil locus of control, reduction in school anxiety and increase in staff openness to others; b) desirable changes in five pupil variables were associated more with a *remedially oriented* counselor role (p. 243) and, c) six staff-parent variables were influenced by counselors who used *both developmental and remedial* guidance methods and served *combination purposes* (p. 242). With the exception of two pupil variables, academic achievement and discrepancy between real and ideal self-concept thirteen variables were favorably influenced either by a developmental role, a remedial role or a combination role model. Again it should be remembered that academic achievement might be accessible by increasing indirect approaches as revealed by its significant relationship to other important pupil-teacher-parent variables. The methods used by Crider (1964), Howell (1972), Kaczkowski (1971), Mann (1967), Myrick & Holdin (1971), Penn (1972), Sratter (1956), Strickler (1964), and Wirt (1970) provide some evidence as to the value of this approach.

Part III

A third set of research questions in the study (Part III) was concerned with searching for interrelationships among pupil-teacher-parent variables which might shed further light upon other important sources of influence on pupil outcome variables. Principals though they were much in agreement with teachers the first year as to the helpfulness of counselors by the second year things changed; principals were more positive than teachers in the way they perceived the counselor's helpfulness. The increase in the relationship between staff openness to the counselor and staff perception of counselor helpfulness is also an important factor. Perception of counselor helpfulness also was linked to staff perception of the guidance functions as being both achieved as well as helpful. It will be remembered that teachers perception of counselor helpfulness decreased the second year but staff openness to others increased. Does this mean that with more openness staff were more honest and frank in their rating of the counselor's helpfulness? Helpfulness was predicted in situations where counselors spent high time on a combination of remedial and facilitative function purposes as well as low remedial and low developmental orientation (with teachers present). Appropriateness of the guidance functions seems to be less important than seeing them as achieved and helpful. Perhaps teachers are practical oriented and not overly concerned about theoretical orientations to guidance.

Academic achievement besides intellectual endowment is also a function of non-intellective factors such as peer status, self-concept, test anxiety, and locus of control with academic self-concept showing one of the stronger relationships. How one feels about himself is closely tied in with how far he is from what he would like to be and again both are related to feeling competent in school, seeing oneself as able to succeed in class, experiencing little anxiety in school and able to manage one's environment. There is evidence in this study and elsewhere as discussed in this report that counselors can make impact upon many of those affective objectives.

A somewhat puzzling relationship showed up between teachers who reported themselves as open to others and their pupils who reported lower academic self-estimates and higher lie scores and vice versa. Speculation regarding this relationship is perhaps risky since on the openness instrument the teacher was not asked about her openness to pupils. Any speculation would therefore be based upon shaky inferences. One possibility is that teachers do communicate their negative attitudes and feelings (many of the openness items were negative in tone) to children and thereby tend to foster defensiveness in children, pressuring them to lie or present themselves in a favorable light to others. Reinforcement psychologists would advocate an openness which emphasizes positive attitudes and feelings as more desirable and helpful than negative ones.

A final area from the intercorrelational study revealed that teachers who perceived the counselor as helpful were in classrooms where pupils expressed school anxiety and their parents viewed the guidance program as having promise. This agreement between teachers and parents regarding the guidance program is interesting (Table 129, Barker 1966). There is a need for more effort directed toward working with parents. Counselors have demonstrated helpfulness to parents especially when focusing on a specific need (p. 23ff). Pupil school anxiety and teacher perception of counselor helpfulness understandably are related since disturbed children in a classroom could very well be the basis for a referral to the counselor. Counselors were perceived as helpful by teachers especially when serving combination remedial and facilitative purposes along with other variables. We know too, that anxiety in general decreased significantly the second year which might very well have been influenced by the counselor's helpfulness to teachers and the learning environment or directly to pupils.

Individual Counselor Influence

All counselors individually through an informal analysis seemed to have made impact on one or more of the 16 guidance outcome variables (Table 96). Counselor range of significant combination patterns went from a high of 13 down to none. The five counselors whose role patterns accounted for the most variance were associated with 13, 12, and 11, of the selected significant combinations of predictors. Two counselors who made low impact showed roles associated with only one or none of the combinations of predictors. Five of the counselor roles were associated with 4, 5, or 7 combination of predictors. One counselor who showed not a single impact through the regression analysis pattern comparison turned out to be associated with pupils and staff who made strong gains on this set of outcome variables: school anxiety, locus of control and staff openness to others. Nine of the fourteen counselors made strong gains on one or more of these three guidance outcome variables. Five had small gains or decreased scores (Table 97).

Combining the results of these two analyses (Tables 96 & 97) indicates that all but one counselor was associated in a positive way with two or more of 16 outcome variables. Eight counselors' role styles were associated with from five to eight guidance outcomes each in a favorable way.* The largest favorable associations were in situations where counselors served one school or a small number of pupils. The counselor whose role showed predictability on one variable served multiple buildings. It may be that assigning a counselor to function in more than one school and more than one faculty is loading the guidance program in such a negative way as to forecast little pupil and staff gains. Even assigning the counselor to two schools for only a year or so may be a questionable practice since there may be little or no evidence of the kind in this study to justify expansion in the future. A counselor serving multiple schools probably spreads himself so thinly that his effectiveness is dissipated not unlike the teacher assigned to a large class of 35 or 40 elementary school pupils. As an example, we had teacher questionnaires returned blank from schools where counselors had multiple building assignments with notes attached saying "we don't have such a person in our building" or "I have never met the counselor." James (1972) found Minnesota teachers in another study asking that a part-time counseling position be expanded.

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*Including the group counseling as another outcome it appears that nine counselors' role styles were associated in a favorable way with from five to nine guidance outcomes.

Of fourteen counselors more than half of them functioned in a way associated with positive influences in a number of desirable pupil-staff-parent guidance outcomes, however, four of the fourteen counselors functioned in a way associated with staff-parent outcome variables only and three counselors' roles related to pupil outcome variables. It is interesting that counselor impact or influence appears to be differentiated based upon how the counselor uses his time across various function purposes, type of functions, and counselor effort variables in relation to certain outcome variables. Counselors reveal differentiated achievement of the guidance outcome variables, some being effective with teachers and some effective with pupils, and half of them showing success in working *both* with adults plus children. What lies behind this phenomenon is not possible to clearly answer with the data collected in the study.

How counselors used their time was probably a function not only of theoretical influences at the beginning and the number of buildings they served but also the result of other important factors, such as personality needs of the counselor, counselor competencies, administrative support (or lack of it), the theoretical orientation of the counselor, and teacher acceptance of their guidance role. The acceptance by teachers of their guidance role is undoubtedly a crucial factor since in the developmental model emphasis is upon the counselor consulting with teachers with an eye to assist them in developing effective methods in working with children in the classroom especially in the affective domain.

In conclusion, counselor impact must be studied in more than one way to truly assess role effectiveness. Using the more common approach of pre and post analysis while it produced in this study three from a possible 16 important changes associated with the counselor's presence it could not reveal significant predictors based on a more comprehensive study of the counselor's use of time and effort. In this study 12 additional influences were revealed through regression analysis applied to a study of counselor time and function. Combining first and second year analysis, intercorrelations, and regression analysis involving a variety of expected guidance outcome variables appears to be a very promising research method providing greater insight and understanding of model implementation, counselor role, and counselor effectiveness.

A final note: this study was largely exploratory in nature, an effort to learn about the nature of the role implemented by counselors, and a search for relationships between the things a counselor does with his time and important hoped for guidance outcome variables. The search for relationships among important pupil-staff-parent variables was clearly exploratory in nature. Stress must be made that the purpose of an exploratory approach to research is to identify general relationships, to be followed by additional research activities which are more controlled in nature. It may be recalled that the starting time of each counselor in the projects was not well controlled so that it was more difficult to show significant gain scores. Therefore, the first year scores in some cases had already been exposed to the hoped for influence of the "treatment effect."

The Minnesota Department of Education, Pupil Personnel Services Section, through the use of Vocational and additional Title III funds has completed or underway, largely as a follow up of this study, a number of more controlled studies conducted in most cases in a single school. Effort is directed toward increasing counselor input in a more structured way to meet a specific need of teachers, parents, and children. The preliminary reports referred to earlier in this study have been most promising in dealing with self-concept, underachievement, parent and teacher effectiveness, and pupil social status. One of the current studies deals again with a study of counselor functions and selected outcome variables during a two-year period, however, a major difference is that the eight elementary school counselors involved were all trained in a specific model emphasizing developmental classroom guidance and teacher and parent consultation. It is felt that following up an exploratory type research design with more controlled studies is a sound approach to studying the total aspects of counselor influence and the specifics of counselor helpfulness.

IMPLICATIONS AND RECOMMENDATIONS

1. Attention to the development of the self-concept is an important purpose of the school worthy in its own right and should not be justified primarliy on the basis of its relationship to school achievement although such a significant link should not be treated lightly.

2. Other important possibly productive studies of counselor role should be conducted such as longitudinal effectiveness as well as the differential effects of *qualitative* differences in relation to the methods used by counselors.

3. To focus on pupil developmental needs evidence should be gathered in local schools through testing, observation, surveys,

discussion, interviews, etc. as a persuasive basis for formulating a guidance program especially with teachers.

4. Elementary school counselors in implementing a developmental thrust in the guidance program to ward off hard to change qualities later, should become more involved with the needs of the preschool child by working primarily with parents.

5. Teacher education and in-service activities should place greater stress on developing sensitivity and awareness of the developmental needs of all children, and the role of parents, teachers, counselors (and other functionaries, psychologists, social workers, nurses, etc.) in meeting these needs.

6. Counselor education programs and in-service activities should provide more opportunity for guidance workers to help teachers and parents become more aware of and sensitive to the developmental needs of children, including the preschool child.

7. The differential relationship between counselor role (time spent serving developmental, remedial, and/or combination of remedial and developmental purposes; types of methods used — counseling, classroom guidance, consulting, and placement and testing) and impact upon a set of guidance outcome variables should be recognized since it is not likely counselors alone can perform effectively on behalf of *all* important outcome variables even though considerable influence was demonstrated by more than half of the counselors in this study (nine counselors' role styles were associated with from five to nine guidance outcomes each in a favorable way).

8. It is necessary because of the complex relationship between how the counselor uses his time to serve various functions, the methods he uses to carry out function purposes plus distribution of effort variables and certain guidance outcome variables described in 7 above, that the school decide what guidance variables are most important. (Some need identification procedures as mentioned in 3 above might be helpful in the decision-making process).

9. The relationship of guidance to special education and the roles of counselors and special education personnel needs to be studied not only in relation to each other but to the educational system as a whole since there appears to be some blurring of roles and responsibilities according to some writers.

10. Counselors working a full day and performing many guidance functions are highly important counselor *effort* vari-

ables often contributing as much relationship to guidance outcomes as the more traditional counselor function variables.

11. The assigning of elementary school counselors to multiple buildings does not appear to be a sound practice. The counselor serving a single building may be a more crucial variable than the traditional pupil-counselor ratio concept (Tamminen and Miller, 1968).

12. The effectiveness of counselor-consultants and the guidance program is related in part to staff openness. Counselors should be prepared to facilitate staff openness and the school administrators should support opportunities to promote a positive approach to staff openness.

13. Performing functions with teachers present is as important to some guidance outcomes as is performing them with pupils present. Personal contact and demonstrated competence are important guidance input variables related to many guidance outcomes (see Table 96).

14. Academic achievement as measured by teacher's rating, the most common method of assessing on-going intellectual growth, is related to other important personal-social variables of academic self-concept, social status, locus of control, school anxiety (negative) and real and ideal self-concepts which deserve more attention by the school. Counselors working alone and in cooperation with teachers and parents should keep this important relationship in mind in planning guidance programs based on need.

15. To reaffirm or identify other relationships between counselor role (function purpose, type of function, and counselor effort) and important process and outcome variables (e.g., teacher sensitivity, school anxiety, pupil self-concept, sociometric status and school achievement) further research should be conducted.

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Appendix A

A SUGGESTED DEMONSTRATION MODEL FOR AN ELEMENTARY GUIDANCE PROGRAM UTILIZING THE ROLE OF AN ELEMENTARY GUIDANCE CONSULTANT

G. Dean Miller

Introduction

Developing general theory is a very necessary step in attempting to bring together relevant knowledge in a given field in order to shed light on human processes and give direction toward understanding interrelationships of the forces which function to impede or faciliate the process under consideration. There is a very important next step and that is to attempt to demonstrate and evaluate the theoretical concepts developed in the general theory in an effort to influence the process in the desired directions.

The suggested model here is designed to demonstrate some of the concepts developed in the monograph and elsewhere (note below). The following areas are covered.

Outline

A Goals Statement
    Individual and Societal Needs
    Schools' Role

Basic Assumptions about Learning

Basic Assumptions about the Nature of the Learner

Basic Assumptions about Elementary Guidance

Basic Assumptions about the Role of Others in
    Elementary Guidance

    Parents
    Teachers
    Specialists
    Administrators

Goals of Elementary Guidance

Role of Specialists as Facilitating Agents
  School Psychologists
  Social Workers
  School Nurses
  Elementary Guidance Consultants
  Methods and Procedures
  Distribution of Guidance Consultant's Time
  Evaluation

A Goals Statement

Individual and societal needs

The child needs to become knowledgeable about man and the universe and to understand his fellow man; to develop a style of his own not only to cope with life as he finds it but to become aware of and active in the process by which one seeks truth and struggles to reach self-fulfillment in an interdependent world.

Our pluralistic society needs informed and responsible citizens in order that the quality of opportunity and regard for human dignity might be improved and extended to reach all of our people everywhere.

School's role

The school has a responsibility to establish and maintain an on-going system of educational opportunity whereby the changing needs of the individual and our democratic society can be identified and served.

Opportunity must be provided for the individual to acquire and keep abreast of knowledge and understand its use; develop individual aptitudes; develop communication skills; understand and use preventative principles of personal and community health; develop appreciation of art, literature, drama and music; understand the place of work in life; understand one's self concept (worth, values, philosophy, etc.) and develop a concern and respect for others, in essence, this means developing an adequate personality in a pluralistic world.

Basic Assumptions About Learning

1. Learning is a process which continues throughout life.
2. Important learning takes place before a child enters school, the success or failure of life's experiences to this

point will have a direct influence on one's success in the formal school setting.

3. Significant learning, basic to building the adequate personality takes place during the first three years in school in the form of basic knowledge and learning skills.
4. Psychological health is related to individual competences and is thus directly influenced by learning.
5. Learning is influenced by the values we hold and to change behavior very often means changing one's value system.
6. Learning and, therefore, one's behavior is also influenced by one's perception of life and his environment; to change behavior usually involves the changing of one's perception of his world.

Basic Assumptions About the Nature of the Learner

1. The individual is a relational being whose growth and development are dependent upon fellowship, communication, and interaction in depth with others.
2. Man is an active, dynamic, "doing" person and being able to do things successfully enhances one's personality development.
3. The individual is a choice-making being and decisions are influenced by, and will in time influence, what he is as a person.
4. The individual should be free to choose those avenues of experience which can lead to greater competence and hence more effective participation in community life.
5. To explore, discover, manipulate and innovate, in essence, to become, requires first of all the psychological, safety, belongingness and love and esteem needs of the individual are in good repair.

Basic Assumptions About Elementary Guidance

1. The development of individual competence broadly defined is viewed as the major contribution of the school toward one's total development as an individual.
2. Elementary guidance is defined as the process which facilitates the development of individual competence and the building of an adequate personality.

3. Elementary guidance then is a commitment to identify, encourage and implement aspects of the educational process which facilitate individual growth and learning or in a larger sense, the development of the truly adequate personality.
4. Many individuals in different roles have the potential to facilitate the process of self-actualization in another person.

Basic Assumptions About the Role of Others in Elementary Guidance

Parents

The attitude of the parents toward their child and learning can have a facilitative or negative effect upon learning and personality formation.

It is important to recognize that, parents have been influential in the process of growth and learning of their child five years before he enters school.

Specific functions can be identified for parents in guiding their role in facilitating learning in their child.

Teachers

The position of the classroom teacher in the learning process is such that she has the potential to become a significant agent to facilitate growth and learning in the life of the individual.

The effectiveness of the teacher's role is related to the degree with which she can remain open to the uniqueness of the individual and be perceptive as to the separate meanings learning has for him.

The ability of the teacher to operate in this facilitative role can be further enhanced through consultations from a variety of sources — parents, administrators, curriculum specialists, school nurses, social workers, school psychologists and others whose role is primarily inter-disciplinary in nature.

Specialists

Many functionaries are available in the school to assist teachers in developing understandings of individuals and facilitating the educational process.

Specialists assist the teacher in communicating to parents the importance of their role in facilitating growth and learning in the lives of their children.

The specific role of a school specialist is differentiated by the functions he performs rather than the ultimate goals he seeks to achieve in the growth and learning of others.

The separate functions of specialists can be identified and their services coordinated to better facilitate the process of growth and learning in children.

Administrators

The central responsibility of school administrator is to the learner and the process which facilitates his full development.

The administrator is the primary person responsible to acquaint the community's citizens about the needs of the learner and what resources the school must provide to facilitate the process of learning.

The administrator can delegate distinct responsibilities to teachers, specialists and others who can carry on facilitating functions in the learning process. Many of the facilitative functions of the specialists overlap with the non-administrative functions of the principal and often the specialist will act as an agent to reinforce and support concepts about learning stated by the principal. It is also the responsibility of the principal to interpret and communicate to others the central purpose of each functionary in the school.

Goals of Elementary Guidance

In a general way it is the goal of elementary guidance to identify and implement those innovations, functions and procedures which facilitate learning and the development of the fully functioning person. More specific purposes follow:

a. To assist the individual in deriving positive personal meaning from learning.

b. To help the individual child to become more aware of his being and assist him in developing a positive attitude toward self.

c. To assist the individual child to develop a positive attitude toward life.

d. To help the individual child experience satisfaction from his relations with adults and other children.

e. To identify and communicate to parents facilitating attitudes and experiences which will enhance the child's success early in life (preschool) as well as sustained support during his school life.

f. To identify and communicate to teachers facilitating behavior which they may utilize to enhance the child's opportunity for success in the school setting.

g. To assist the individual to develop competence with which he can cope with frustration and conflict in his personal-social life.

h. To help the individual become aware of the place of values in life and to assist him in developing a system of his own but one which is compatible with a pluralistic society.

Role of Specialists as Facilitating Agents

A variety of specialists trained in several disciplines are available to schools to meet the many and varied needs of children. The choice of specialists is an administrative decision made after a careful study of the nature of the student population and resources in the community. The exact number and kind of specialists needed may be difficult to determine but some judgment can be made and one or more specialists employed on an experimental basis. Careful evaluation after one, two, three or more years can yield guidelines for readjusting the number and kind of specialists needed for a given school district or separate schools within a given district.

School psychologists

This particular functionary with training in individual appraisal, child development, learning and related areas can perform the following functions on behalf of the learner:

a. provide consultative services to the parent, teacher, administrator and other specialists regarding disturbed and disturbing children.

b. develop a diagnostic work-up on referred children based upon testing, interviews, observations and conclusions. Recommendations for treatment, remediation or referral are developed in an effort to reinstate the individual as soon as possible in the process of becoming a person.

c. provide consultation about the individual learner (and learning) in the form of personal contacts with teachers, administrators, and other specialists. Consultation may also be general in nature so that concerns common to many teachers may be discussed in a small group setting.

d. provide clarification and referral of exceptional children, i. e. mentally handicapped, emotionally disturbed and socially maladjusted, educationally retarded, the gifted and others who may need special services and/or special education.

Social workers

This functionary in the school with training in human behavior stressing the intrafamilial dynamics especially, as they relate to school success for children can perform the following functions:

a. provide casework service to families who have troubled children in school. Through the interview the worker attempts to help the child and his parents clarify that which impedes his actualizing experiences in school.

b. provide human understanding to the troubled individual so that he can gain support in accepting his hindering situation and develop motivation and strength for solving or modifying it. The increase in self-understanding which should develop as a result in this human intervention will facilitate the process of the individual child's learning.

c. provide general consultations to all parents on a pre-school orientation basis and thus act to prevent hindering experiences of the young student by attempting to develop facilitating attitudes on the part of parents.

d. provide consultation to teachers in order that they may deal more constructively with the troubled individual.

e. provide consultation to the parents where marital stress or interpersonal discord adversely affects the child in school (this consultation may take the form of direct casework or counseling services or referral to other community agencies or professionals in private practice who might better meet the needs of the family.)

School nurses

The public health nurse in the school setting has a background in growth and development, communicable disease control and health education. A person trained in this discipline may perform the following functions on behalf of the individual.

a. assume responsibility for developing in cooperation with other school staff an integrated program of health education, all for the purpose of contributing to the individual's growth and development.

b. provide consultation in individual cases for teacher, parents and children regarding the need for proper health practices including preventive measures which promote a sense of well being so necessary for development of the individual.

c. provide consultation for parents, children and teacher regarding health appraisal and remedial measures which may be necessary for correcting or reducing the influence of ill health on the enhancement of self.

d. provide consultation to parents and teacher regarding the need for referral to other specialists on behalf of the child who needs special care and attention.

Elementary guidance consultant

There are a number of new specialist roles being tried (cf. IRCOPPS Project) and some of these newer functionaries will undoubtedly better meet the needs of the developing child where no specialist has been available for all children before or where incomplete services have been available with the assistance of other specialists trained to deal with only "specialized" needs of the individual. Emphasis here is upon facilitating the learning and self-actualization of all children rather than focusing upon problem solving or remedial measures for the few.

The principal in an administrative role attempts to set the desired learning climate in the classrooms by working with teachers individually and in groups. The guidance consultant serves generally to reinforce this position and to implement it, especially as it relates to individuals. It is true that many of the facilitative functions described below overlap with the nonadministrative functions of the principal and other functionaries in the school. The exact degree to which the guidance consultant will operate successfully in these overlapping functions will depend to a considerable extent upon the role interpretation by the principal to assure understanding of the central focus of the various roles. The variation in actual role from one staff to another is also a function of personality and individual competence.

The interprofessional worker may be expected to perform the following functions in a single building on a full time basis:

a. assist parents and teachers in developing further understanding that before desirable learning and personal adequacy can be fostered, proper nutrition, sanitation, disease prevention, medical care, safety, belongingness and love and esteem needs of the individual must be served.

b. assist teachers to become more sensitive in viewing learning as an individual matter whereby one can be led to discover, through exploration, personal meaning in school based activities; help them to become aware that learning "the facts" is but the first and simplest phase of the educative process, and that to bring "the facts" into the meaning world of the individual is teaching activity which makes a difference in the lives of the students.

c. assist the individual through personal encounter and indirectly through others to develop a positive perception of self in order to facilitate learning and enhance his chances of becoming an adequate person.

d. cooperate with the principal in identifying and establishing the "ideal" climate of the school — the constant search for ways of expressing the "I care" attitude toward each child in the group — getting to know students rather than just knowing about them.

e. assist teachers to operate from a facilitative, what-can-we-do attitude to stimulate human development with all individuals.

f. assist parents and teachers to understand how learning in school may be motivated and reinforced by them as they influence the coping behavior of the individual.

g. acquaint parents and the individual regarding the meaning of education for one's advancement and role in society.

h. encourage teachers to understand the importance of a friendly, accepting, and permissive classroom (classroom climate which encourages alternatives in problem solving) for building individual competence.

i. encourage parents and teachers to understand and provide early experiences in stimulation for verbal behavior.

j. encourage the individual directly and indirectly through parents and teachers to interact and deal with problems, explore the environment and learn new skills.

k. cooperate with parents and teachers in providing opportunities for all students to experience success, to see self as one who can do things for himself and also contribute to the group activity.

l. help parents and teachers to see that feelings, attitudes, convictions, beliefs, doubts, fears, loves, hates and values must be dealt within the home and classroom.

m. to provide additional opportunity for students individually or in small groups, by using another significant adult (guidance consultant) who can assist them through interview, play media, counseling, etc., in the process of self awareness and other developmental processes not completely achieved through the normal classroom structure.

n. to be readily accessible to assist individuals in meeting immediate needs which cannot always be met in the instructional group due to the nature of the problem and/or the classroom structure.

o. to provide consultation to teachers, parents and others when diagnostic or remedial measures may be needed for a period of time to better facilitate the individual's use of the educational process for the purpose of becoming an adequate person.

p. to provide assistance in making referrals to other school specialists or to community agencies or professionals in private practice (through parents) when the child is obviously not developing adequately.

Methods and procedures

The guidance consultant will utilize a variety of approaches as he attempts to achieve the guidance objectives desired above.

Following are some suggested approaches:

a. confer with teachers individually upon request or where there is a need to communicate information.

b. confer with the principal regularly, especially in the early phases of the project.

c. confer with teachers in small groups regarding role functions, student needs, and other related school matters.

d. meet with parents individually (or when requested, participate in a conference with them which includes other school staff).

e. meet with parents in groups for orientation purposes which very often will include other school staff.

f. meet individually with students, at times in a confidential way.

g. meet with students in small groups where there is a common guidance need.

h. cooperate in providing supportive procedures such as student cumulative record development, group achievement and aptitude testing, data and test interpretation, orientation programs and other related activities.

Distribution of guidance consultant's time

The ultimate aim here is to use this staff person as a facilitative agent in the school dedicated to working with all students, helping them to achieve as nearly as possibly self fulfillment in our inter-dependent society. However, as this guidance role concept is introduced into the school it is probably true that this person, in this role in order to communicate helpfulness and facilitation to teachers and others, initially will devote proportionately a higher percentage of his time working with individuals who have special needs and who may also need to be referred to other specialists. After his ability to be helpful in these cases has become more visible teachers will feel they can trust his judgment and will then begin to test out his suggestions regarding their facilitative role in the classroom with all children.

It is felt that proportionately more individuals from grades 4, 5, and 6 will be seen individually than those pre-school through grade 3 where the consultant will work individually but perhaps more indirectly through parents and teachers.

Submitting proposals

Schools interested in establishing pilot and demonstration projects of this type are encouraged to contact the guidance staff of the Department of Education, State of Minnesota, for Guidelines for Submitting Local Demonstration and Pilot Project Proposals Pertaining to Elementary Guidance (NDEA), Code: XXXIII-B-20. The minimum standards are listed in the Appendix II, page 220.

A limited number of projects for elementary guidance will be financed in part under NDEA, Title V-A. Additional projects may also be financed under P.L. 89-10, the Elementary-Secondary Education Act of 1965.

Evaluation

Arrangements have been made by the guidance staff in the State Department of Education to conduct evaluation of the demonstration projects under NDEA. Participating schools are invited to suggest other ways to evaluate the outcomes of the projects in any effort to gain as much information as possible about the work of the guidance consultant.

Schools financing such projects under P.L. 89-10 are also encouraged to work with the State Department regarding evaluation of elementary guidance projects of the type described here.

Reprinted from *Facilitating Learning and Individual Development: Toward a Theory for Elementary Guidance* by Armin Grams. Minnesota Department of Education, 1966.

Appendix B

State Department of Education
Pupil Personnel Services Section
Capitol Square Building, St. Paul, Minn. 55101

Directions for Completing
Elementary School Guidance Worker's Function Log
(Code: XXXIII-B-21)

1. Assign each child in your school K-6 a *code number* according to the following manner: (You may assign them code numbers as you come in contact with them but once a child has received a code number it will remain his for the duration of the project)

Kdn.	- 000-099
1st grade	- 100-199
2nd grade	- 200-299
3rd grade	- 300-399
4th grade	- 400-499
5th grade	- 500-599
6th grade	- 600-699

   Mark the individual code number under *Pupil Code* when performing a function on behalf of a pupil. If you perform a function for a *pre-schooler,* do not mark anything under *Pupil Code.* This will be picked as a category only under E-8. If the function is performed for a *group,* do not mark under *Pupil Code.* This will be picked under other categories.

2. Your Worker Code (A) number to be used for study purposes is ________. Please use it on every log sheet you fill out; it identifies you as the elementary guidance worker.

3. Your School Code (B) number to be used for study purposes is   . Please use it on every log sheet you fill out; it identifies your school.

4. PART I — deals with general *identifying information.* This can be filled in rather quickly. In marking *Time* (D) if you round off the minutes (say you spent 25 minutes and marked 30 minutes on the log) it will be necessary for you to compensate the next time and check the shorter time otherwise consistent 'over' or 'under' marking will throw off the total time spent working.

   PART II — is related to the *purpose* of the contact you have made on behalf of a person. Use *page one* of the *Developmental Inventory* (Code: XXXIII-C-8) as a general guide for marking J-1 *Facilitating Pupil Develop-*

ment. Use *page two* of the Inventory as a guide in marking J-2 *Remediate Existing Pupil Problem.*

PART III — is concerned with the type of *counseling, coordination,* or *consultation* performed with others.

PART IV — pertains to other functions you may perform some of which are not really guidance-type functions; but mark them if you do them. We need to know as precisely as possible how you spend your time.

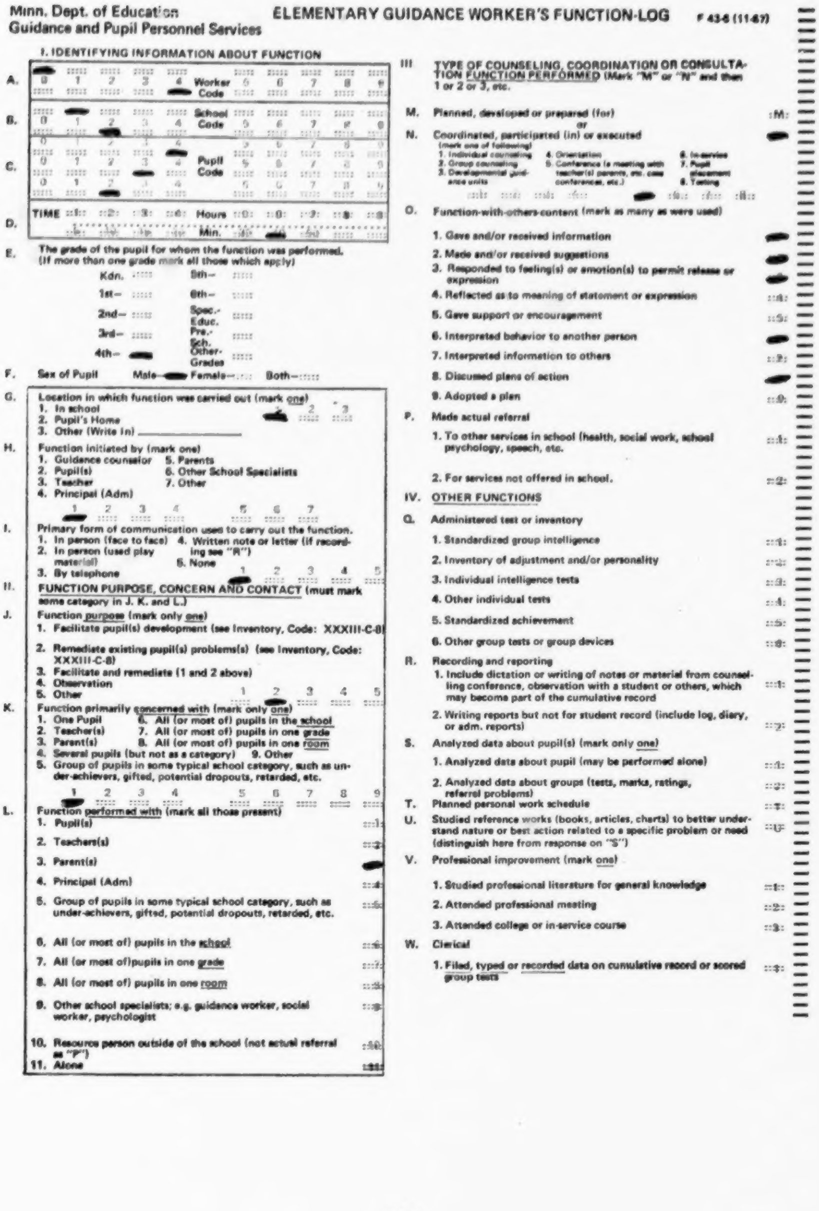
Caution:

If you perform several functions (individual counseling, teacher contact, and parent contact) all separately but for the same child you would fill out three log sheets and use the same pupil code number on all three sheets.

5. After the *sample day* has been selected, please fill out a function log sheet on *every* function performed during that day. Complete the log sheet *immediately* after *each* and *every* function performed (telephone call, counseling with pupil or consultation with teachers, etc.) otherwise they might pile up and some functions may never get coded.
6. After coding the last function for the sample day on a function log sheet, place all function log sheets coded for the day in a self-addressed envelope and return to Elementary Guidance Project, Pupil Personnel Services Section, State Department of Education, Centennial Bldg., St. Paul, Minnesota 55101. *Caution:* The sheets must be mailed flat otherwise they cannot be processed by the 1232-Card Punching IBM Machine.
7. You will receive a report of your *function profile* as part of our study, as well as a composite profile showing how *all* elementary counselors (in our NDEA schools) average out on functions performed.
8. The attached function log sample indicates that guidance worker *04* (A) in school *12* (b) performed the following: *consulted* with the parents of a *4th grade boy* (432) in the guidance *office* for 40 minutes. They talked about the boy's *lack of achievement in subject matter,* (remediation). The worker used a variety of techniques (0) in the process of helping and they talked about some things both of them (school and home) could do (0-9).

   Other related information has been coded accordingly.
9. If you have any questions, please call (collect) 612-296-4081.

Guidance Worker's Time - Function Log



Minn. Dept. of Education
Guidance and Pupil Personnel Services

ELEMENTARY GUIDANCE WORKER'S FUNCTION-LOG F 43-6 (11-67)

I. IDENTIFYING INFORMATION ABOUT FUNCTION

A.	●	○	○	○	○		○	○	○	○	○
	0	1	2	3	4	Worker Code	5	6	7	8	9
	○	○	○	○	●		○	○	○	○	○
B.	○	●	○	○	○	School Code	○	○	○	○	○
	0	1	2	3	4		5	6	7	8	9
	○	○	●	○	○		○	○	○	○	○
C.	0	1	2	3	4		5	6	7	8	9
	○	○	○	○	●		○	○	○	○	○
	0	1	2	3	4	Pupil Code	5	6	7	8	9
	○	○	○	●	○		○	○	○	○	○
	0	1	2	3	4		5	6	7	8	9
	○	○	●	○	○		○	○	○	○	○
D. TIME	:1:	:2:	:3:	:4:		Hours	:5:	:6:	:7:	:8:	:9:
	○	○	○	○		Min.	○	●	○	○	○

E. The grade of the pupil for whom the function was performed. (If more than one grade mark all those which apply)

Kdn.	○	5th–	○
1st–	○	6th–	○
2nd–	○	Spec.-Educ.	○
3rd–	○	Pre.-Sch.	○
4th–	●	Other-Grades	○

F. Sex of Pupil Male– ● Female– ○ Both– ○

G. Location in which function was carried out (mark one)
1. In school
2. Pupil's Home
3. Other (Write In) ______________

1 ● 2 ○ 3 ○

H. Function initiated by (mark one)
1. Guidance counselor 5. Parents
2. Pupil(s) 6. Other School Specialists
3. Teacher 7. Other
4. Principal (Adm)

1 ● 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○

I. Primary form of communication used to carry out the function.
1. In person (face to face) 4. Written note or letter (if recording see "R")
2. In person (used play material) 5. None
3. By telephone

1 ● 2 ○ 3 ○ 4 ○ 5 ○

II. FUNCTION PURPOSE, CONCERN AND CONTACT (must mark some category in J. K. and L.)

J. Function purpose (mark only one)
1. Facilitate pupil(s) development (see Inventory, Code: XXXIII-C-8)
2. Remediate existing pupil(s) problems(s) (see Inventory, Code: XXXIII-C-8)
3. Facilitate and remediate (1 and 2 above)
4. Observation
5. Other

1 ○ 2 ● 3 ○ 4 ○ 5 ○

K. Function primarily concerned with (mark only one)
1. One Pupil 6. All (or most of) pupils in the school
2. Teacher(s) 7. All (or most of) pupils in one grade
3. Parent(s) 8. All (or most of) pupils in one room
4. Several pupils (but not as a category) 9. Other
5. Group of pupils in some typical school category, such as under-achievers, gifted, potential dropouts, retarded, etc.

1 ● 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○

L. Function performed with (mark all those present)

1. Pupil(s)	:1:
2. Teachers(s)	:2:
3. Parent(s)	●
4. Principal (Adm)	:4:
5. Group of pupils in some typical school category, such as under-achievers, gifted, potential dropouts, retarded, etc.	:5:
6. All (or most of) pupils in the school	:6:
7. All (or most of) pupils in one grade	:7:
8. All (or most of) pupils in one room	:8:
9. Other school specialists; e.g. guidance worker, social worker, psychologist	:9:
10. Resource person outside of the school (not actual referral as "P")	:10:
11. Alone	:11:

III TYPE OF COUNSELING, COORDINATION OR CONSULTATION FUNCTION PERFORMED (Mark "M" or "N" and then 1 or 2 or 3, etc.

M.	Planned, developed or prepared (for) or	:M:
N.	Coordinated, participated (in) or executed	●

(mark one of following)
1. Individual counseling 4. Orientation 6. In-service
2. Group counseling 5. Conference (a meeting with teacher(s) parents, etc. case conferences, etc.) 7. Pupil placement
3. Developmental guidance units 8. Testing

:1: :2: :3: :4: ● :6: :7: :8:

O. Function-with-others-content (mark as many as were used)

1. Gave and/or received information	●
2. Made and/or received suggestions	●
3. Responded to feeling(s) or emotion(s) to permit release or expression	●
4. Reflected as to meaning of statement or expression	:4:
5. Gave support or encouragement	:5:
6. Interpreted behavior to another person	●
7. Interpreted information to others	:7:
8. Discussed plans of action	●
9. Adopted a plan	:9:

P. Made actual referral

1. To other services in school (health, social work, school psychology, speech, etc.	:1:
2. For services not offered in school.	:2:

IV. OTHER FUNCTIONS

Q. Administered test or inventory

1. Standardized group intelligence	:1:
2. Inventory of adjustment and/or personality	:2:
3. Individual intelligence tests	:3:
4. Other individual tests	:4:
5. Standardized achievement	:5:
6. Other group tests or group devices	:6:

R. Recording and reporting

1. Include dictation or writing of notes or material from counselling conference, observation with a student or others, which may become part of the cumulative record	:1:
2. Writing reports but not for student record (include log, diary, or adm. reports)	:2:

S. Analyzed data about pupil(s) (mark only one)

1. Analyzed data about pupil (may be performed alone)	:1:
2. Analyzed data about groups (tests, marks, ratings, referral problems)	:2:

T.	Planned personal work schedule	:T:
U.	Studied reference works (books, articles, charts) to better understand nature or best action related to a specific problem or need (distinguish here from response on "S")	:U:

V. Professional improvement (mark one)

1. Studied professional literature for general knowledge	:1:
2. Attended professional meeting	:2:
3. Attended college or in-service course	:3:

W. Clerical

1. Filed, typed or recorded data on cumulative record or scored group tests	:1:

State Department of Education
Pupil Personnel Services Section
Code: XXXIII-C-8
Developmental Inventory

Pupil Name ____________________
Teacher ____________________
Room ____________________
Counselor ____________________

Teacher Judgment About Individual Development

Directions: This is a suggested method for identifying individual needs based on a developmental framework. The second page pertains more to identifying those individuals who may need referral. The guidance worker, the teacher, and others hopefully working with this additional information can be more effective in facilitating individual development.

Beginning with the first person on your class list, rate each individual on each group of behaviors or characteristics using the six point scale. The elementary guidance worker will meet with you later to discuss what might be done to help each individual develop into a whole person.

Always	Usually	Sometimes	Seldom	Never	Don't Know	Developmental Behavior Characteristics
___	___	___	___	___	___	*Attitudes Toward Self and Learning* Views himself in a positive way. Shows some awareness of his aptitudes, things he can do well. Responds to Learning as though it makes him feel adequate. Shows enthusiasm toward learning activities — being with classmates.
___	___	___	___	___	___	*Relationship with Others* Is accepted by others. Shows concern for the needs, problems and feelings of others. Accepts the role of the teacher. Leads or follows (circle one) socially desirable goals.
___	___	___	___	___	___	*Communication Skills* Talks and/or writes to others about what he thinks, feels or knows.
___	___	___	___	___	___	*Learning Skills* Is able to keep attention on work tasks. Uses his knowledge and experiences to identify alternatives or find solutions to day to day problems. Contributes in ways that make class activities more interesting, varied and meaningful. (For example: brings in materials, relates personal experiences to activities; suggests ideas, plans or solutions.) Tries out new things; puts ideas or things into new combinations. (Creativity may be seen in any subject matter area, in social, athletic, manual and fine arts areas. Examples are: making up a poem, art object, melody, story, chart, design, model, a solution to a social problem, a new football play.)
___	___	___	___	___	___	*The Arts* Appreciates poetry, music, art, drama, stories.
___	___	___	___	___	___	*Health and Recreation* Practices basic principles of health. Displays skill, understanding and interest in recreational pursuits.

Behavior Characteristics Which Inhibit Development

(Rate Students only on those which apply)

Always	Usually	Sometimes	Seldom	Don't Know	
___	___	___	___	___	*Has Trouble With Learning* Does not generally experience success. Has difficulty following teacher directions or instructions. Hands in inaccurate or inadequate written work because he does not review or check work. Gives up when faced with a difficulty without trying to find a solution.
___	___	___	___	___	*Has Difficulty With Peer Relationships* Blows up, becomes excited, and loses self-control when unable to do what he wants to do. Disobeys or rebels against authority (teachers, rules, regulations). Gets into fights or quarrels with other pupils. Overly aggressive, physically attacks, or is punitive to peers. Has to be coaxed or forced to work or play with others.
___	___	___	___	___	*Deficient in Physical Well Being and/or Parental Support* Appears to be physically weak or undernourished. Rarely has money or food for lunch. Comes to school inappropriately dressed for the weather. Wears clothes which are dirty, in ill repair, or ill fitting. Uncorrected physical deficiencies such as: cavities in teeth or poor vision. Marked handicap in speech, sight, hearing, limbs, mental ability, and/or other coordination. Comes to school with untended sores or lesions. Parents do not respond to school requests for conferences. Not permitted to attend extra-curricular activities of schools, such as circus, symphony, etc.
___	___	___	___	___	*Other Symptoms (mostly emotional)* Becomes upset or sick when forced with a difficult school problem or situations. Daydreams and/or withdraws from association with peers. Is unhappy or depressed. Makes unusual or inappropriate responses during normal school activities. Overly concerned with cleanliness, toilet activities or sexual activity.

SUMMARY JUDGMENT

Counselor and/or Teacher Comments, Plans or Suggestions

Appendix C

Pupil Personnel Services
Department of Education
St. Paul, Minnesota 55101

ELEMENTARY SCHOOL GUIDANCE EVALUATION SCHEDULE

Instrument	Administered to	Time	Gathered By
Elementary Counselor Function-Log	Elementary School Counselors	20% of working days (1967-1968) 15% of working days (1968-1969)	State Office
Staff Perception of Counselor	All teachers and Principals	10 minutes	Field Worker
Pupil Perception of Counselor	Sample 5th graders	20 minutes	Field Worker
Who Knows You in Relation to Work	All teachers — Principal — Counselor	20 minutes	Field Worker
Guidance Functions Questionnaire	All teachers — Principals — Counselors	15 minutes	Field Worker
Sociogram	2nd grade sample	35 minutes	Field Worker
Locus of Control	2nd grade sample — 5th grade sample	25 minutes	Field Worker
Academic Self Concept	5th grade sample	10 minutes	Field Worker
General Self Concept - real	5th grade sample	15 minutes	Field Worker
General Self Concept - ideal	5th grade sample	15 minutes	Field Worker
Test Anxiety Scale	5th grade sample	20 minutes	Field Worker
Achievement Rating Scale	2 - 5th grade sample	30-45 minutes	Field Worker
Parents Questionnaire	2 - 5th parents of sample pupils	10 minutes	Field Worker

Total Test Time by Group (estimated)
Counselors — 35 minutes (excluding Log time)
Principals — 45 minutes
Teachers — 45 minutes
5th grade sample — one hour and 45 minutes
2nd grade sample — one hour
Parents — 10 minutes

Perception of Counselor Questionnaire*
(Pupil form)

Whole Name______________________School______________________

Grade__________Boy__________Girl__________Age__________

The statements below tell about some ways that students might feel about their school counselor. Please "score" each statement to show how you feel about your counselor.

Mark each statement on the following scale:

Mark 5—If the statement is **very true** (you feel **strongly** that it is true)
Mark 4—If the statement is **probably true**
Mark 3—If you just cannot say about this (use as **little** as possible)
Mark 2—If the statement is **probably not true**
Mark 1—If the statement is **definitely not true**

______ 1. He or she respects me (The rest will all use "he", no matter if the counselor is a woman)
______ 2. He tries to see things the way I do and understands how I feel.
______ 3. He pretends to like or understand me more than he really does.
______ 4. His interest in me depends on what I am talking about.
______ 5. He doesn't seem to like me very much.
______ 6. He tells me his opinions more than I want to know them.
______ 7. He is curious about "the way I tick" but not really interested in me as a person.
______ 8. He is interested in knowing how I look at things.
______ 9. It seems to bother him when I talk or ask about certain things.
______ 10. His feeling toward me depends on how I feel toward him.
______ 11. He likes seeing me.
______ 12. At times he seems to jump to the idea that I feel more strongly about something than I actually do.
______ 13. It is hard for me to know what he is really like as a person.
______ 14. He is friendly and warm toward me.
______ 15. He understands me.
______ 16. I feel that I can trust him to level with me.
______ 17. Sometimes he is warm and friendly; sometimes not so friendly.
______ 18. He just tolerates or "puts up" with me.
______ 19. He does not realize how strongly I feel about some of the things we discuss.
______ 20. There are times when I think that what he says does not show what he really feels.
______ 21. He hurries me through my business with him.
______ 22. How I feel about myself makes no difference in the way he feels about me.
______ 23. I often feel that he has more important things to do when I am talking to him.
______ 24. At times he seems impatient with me.
______ 25. He usually understands all of what I say to him.
______ 26. He seems to see me as an agreeable person.
______ 27. Even when I can't say what I mean clearly, he still seems to understand me.
______ 28. He tries to avoid telling me anything that might upset me.
______ 29. It seems that things (like the phone) often interrupt us when we're talking.

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*Adopted from the Barrett-Lennard Scale (1962). See p. 44.

Perception of Counselor Questionnaire*
(Teacher form)

Name____________________________ School____________________

Grade__________Sex__________

The statements below tell about some ways that teachers might feel about their school counselor. Please "score" each statement to show how you feel about your counselor.

Mark each statement on the following scale:

Mark 5—If the statement is **very true** (you feel **strongly** that it is true)

Mark 4—If the statement is **probably true**

Mark 3—If you just cannot say about this (use as **little** as possible)

Mark 2—If the statement is **probably not true**

Mark 1—If the statement is **definitely not true**

_____ 1. He or she respects me (The rest will all use "he," no matter if counselor is a woman)
_____ 2. He tries to see things the way I do and understands how I feel.
_____ 3. He pretends to like or understand me more than he really does.
_____ 4. His interest in me depends on what I am talking about.
_____ 5. He doesn't seem to like me very much.
_____ 6. He tells me his opinions more than I want to know them.
_____ 7. He is curious about "the way I tick" but not really interested in me as a person.
_____ 8. He is interested in knowing how I look at things.
_____ 9. It seems to bother him when I talk or ask about certain things.
_____ 10. His feeling toward me depends on how I feel toward him.
_____ 11. He likes seeing me.
_____ 12. At times he seems to jump to the conclusion that I feel more strongly about something than I actually do
_____ 13. It is hard for me to know what he is really like as a person.
_____ 14. He is friendly and warm toward me.
_____ 15. He understands me.
_____ 16. I feel that I can trust him to level with me.
_____ 17. Sometimes he is warm and friendly; sometimes not so friendly.
_____ 18. He just tolerates or "puts up" with me.
_____ 19. He does not realize how strongly I feel about some of the things we discuss.
_____ 20. There are times when I think that what he says does not show what he really feels.
_____ 21. He hurries me through my business with him.
_____ 22. How I feel about myself makes no difference in the way he feels about me.
_____ 23. I often feel that he has more important things to do when I am talking to him.
_____ 24. At times he seems impatient with me.
_____ 25. He usually understands all of what I say to him.
_____ 26. He seems to regard me as an agreeable person.
_____ 27. Even when I can't say what I mean clearly, he still seems to understand me.
_____ 28. He tries to avoid telling me anything that might upset me.
_____ 29. It seems that things (like the phone) often interrupt us when we're talking.

---

*Adopted from Barrett-Lennard Scale (1962). See p. 44.

Sociogram

Name ____________________ School ____________________

Grade __________ Teacher ____________________ Age __________

We don't like all of our friends in the same way. Some we like more than others. There may be some people we don't like at all. It is a help to your teacher in planning work groups to understand your feelings. Beside each name listed, put the numbers 5, 4, 3, 2, or 1 in the space which best describes your feelings about the person. **When you come to your own name, just circle it. This paper will be kept in confidence.**

5	4	3	2	1
Would like to have him or her as one of my best friends.	Would like to have him or her in my group, but not as a close friend.	Would like to be with him or her once in a while but not often nor for a long time.	I would rather not do things with him or her.	Dislike him or her.

SAMPLE:	A. George Washington	5
	B. Grizelda the Bad Witch	1
	C. John Doe	3

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________
14. ____________________
15. ____________________
16. ____________________
17. ____________________
18. ____________________
19. ____________________
20. ____________________
21. ____________________
22. ____________________
23. ____________________
24. ____________________
25. ____________________
26. ____________________
27. ____________________
28. ____________________
29. ____________________
30. ____________________
31. ____________________
32. ____________________
33. ____________________
34. ____________________
35. ____________________
36. ____________________
37. ____________________
38. ____________________
39. ____________________

Yourself ____________________

Locus of Control*

Name______________________________School______________________________

Grade______________Boy______________Girl______________Age______________

This is not a test. It is a way to find out how boys and girls your age think about certain things. The way you answer the questions below will show how you feel about these things. There are no right or wrong answers to these questions. When you read the question, if you think the answer should be **yes**, or mostly **yes**, draw a circle around **yes**. If you think the answer should be **no**, or mostly **no**, draw a circle around **no**.

Remember! There are no right or wrong answers. Just circle yes or no depending on how you think the question should be answered.

Yes No 1. When somebody gets mad at you, do you usually feel there is nothing you can do about it?

Yes No 2. Do you really believe a person can be whatever he wants to be?

Yes No 3. When people are mean to you, could it be because you did something to make them mean?

Yes No 4. Do you usually make up your mind about something without asking someone first?

Yes No 5. Can you do anything about what is going to happen tomorrow?

Yes No 6. When people are good to you, is it usually because you did something to make them be good?

Yes No 7. Can you ever make other people do things you want them to do?

Yes No 8. Do you ever think that people your age can change things that are happening in the world?

Yes No 9. If another person was going to hit you, could you do anything about it?

Yes No 10. Can a person your age ever have his own way?

Yes No 11. Is it hard for you to know why some people do certain things?

Yes No 12. When someone is nice to you, is it because you did the right thing?

Yes No 13. Can you ever try to be friends with another person even if he doesn't want to be?

Yes No 14. Does it ever help any to think about what you will be when you get older?

Yes No 15. When someone gets mad at you, can you usually do something to make him your friend again?

Yes No 16. Can people your age ever have anything to say about where they are going to live?

Yes No 17. When you get in an argument, is it sometimes your fault?

Yes No 18. When nice things happen to you, is it only good luck?

Yes No 19. Do you often feel you get punished when you don't deserve it?

Yes No 20. Will people usually do things for you if you ask them?

Yes No 21. Do you believe a person can usually be whatever he wants to be when he grows up?

Yes No 22. When bad things happen to you, is it usually someone else's fault?

Yes No 23. Can you ever know for sure why people do certain things?

---

*Used by permission of the authors, Bialer and Cromwell (1961, 1963). See p. 49.

Academic Self-Concept*

Name______________________ School______________________

Grade__________ Boy__________ Girl__________ Age__________

Check in front of the statement that best answers each question.

1. How good are you in school ability compared with your **close friends**?

______ 1. I am the poorest
______ 2. I am below average
______ 3. I am average
______ 4. I am above average
______ 5. I am the best

2. How good are you in school ability compared with those in your class at school?

______ 1. I am among the poorest
______ 2. I am below average
______ 3. I am average
______ 4. I am above average
______ 5. I am among the best

3. If you go to high school, and graduate, how good would you do as compared with your graduating class?

______ 1. Among the poorest
______ 2. Below average
______ 3. Average
______ 4. Above average
______ 5. Among the best

4. Forget for a moment how others grade your work. In your own opinion how good do you think your work is?

______ 1. My work is much below average
______ 2. My work is below average
______ 3. My work is average
______ 4. My work is good
______ 5. My work is excellent

5. What kind of grades do you think you are **capable** of getting?

______ 1. Very poor grades
______ 2. Some poor grades
______ 3. Average grades
______ 4. Fairly good grades
______ 5. Very good grades

6. How important to you are the grades you get in school?

______ 1. Grades don't matter to me at all
______ 2. Not particularly important
______ 3. Somewhat important
______ 4. Important
______ 5. Very important

7. How important is it to you to be high in your class in grades?

______ 1. Doesn't matter to me at all
______ 2. Not particularly important
______ 3. Somewhat important
______ 4. Important
______ 5. Very important

8. How do you feel if you don't do as well in school as you know you can?

______ 1. Doesn't bother me at all
______ 2. Don't feel particularly badly
______ 3. Somewhat badly
______ 4. Feel badly
______ 5. Feel very badly

9. How important is it to you to do better than others in school?

______ 1. Doesn't matter to me at all
______ 2. Not particularly important
______ 3. Somewhat important
______ 4. Important
______ 5. Very important

10. In your school work do you try to do better than others?

______ 1. Never
______ 2. Occasionally
______ 3. Sometimes
______ 4. Most of the time
______ 5. All of the time

---

*Adopted from W. B. Brookover's Scale (1962) and used with permission. See p. 50.

Real Self-Concept*

Name______________________________School________________________

Grade_______________Boy_____________Girl_____________Age_______

Directions: Some boys and girls are good at certain things. Other boys and girls are better at doing other types of things. Here is a list of different kinds of things that boys and girls do. Read each one and then decide how you rate as compared to other boys and girls of your age. Mark an X in one of the boxes to show your answer.

COMPARED WITH OTHER BOYS AND GIRLS MY AGE, HOW DO I RATE NOW?	One of the best	Better than most	About Average	Only so-so	Not very good
1. Playing outdoor games after school.					
4. Learning things rapidly.					
3. Getting along well with boys.					
4. Getting along well with girls					
5. Being attractive, good-looking.					
6. Getting along well with teachers.					
7. Getting my school work in on time, and not getting behind.					
8. Having a feeling for what other people are feeling.					
9. Being funny or comical.					
10. Doing science projects.					
11. Being good at sports.					
12. Remembering what I've learned.					
13. Controlling my temper with boys.					
14. Controlling my temper with girls.					
15. Being a good size and build for my age.					
16. Controlling my temper with teachers.					
17. Getting assignments straight the first time.					
18. Being willing to help others.					
19. Being confident, or sure of myself, not shy or timid.					
20. Doing art work.					
21. Being good at things that require physical skill.					
22. Being a good student.					

*Used with permission of the Author, Pauline S. Sears (1963). See p. 47.

COMPARED WITH OTHER BOYS AND GIRLS MY AGE, HOW DO I RATE NOW?	One of the best	Better than most	About Average	Only so-so	Not very good
23. Making friends easily, with boys.					
24. Making friends easily, with girls.					
25. Being neat and clean in appearance.					
26. Being able to take orders from teachers without resenting it or hating it.					
27. Being able to concentrate.					
28. Being courteous, having good manners.					
29. Getting a lot of fun out of life.					
30. Doing arithmetic work.					
31. Being built for sports.					
32. Being smart.					
33. Being a leader—the one to get things started, with boys.					
34. Being a leader, the one to get things started, with girls.					
35. Being not too skinny, not too fat.					
36. Paying attention to teachers, not closing my ears to them.					
37. Studying hard, not wasting my time.					
38. Being willing for others to have their way sometimes.					
39. Not expecting everything I do to be perfect.					
40. Getting good grades in school.					
41. Being good at physical education.					
42. Having new, original ideas.					
43. Having plenty of friends, among the boys.					
44. Having plenty of friends, among the girls.					
45. Being not too tall, not too short.					
46. Being able to talk to teachers easily.					
47. Going ahead with school work on my own.					
48. Making other people feel at ease.					
49. Having lots of pep and energy.					
50. Doing social studies projects.					

Ideal Self-Concept*

Name____________________School________________

Grade__________Boy__________Girl__________Age________

Directions: Some boys and girls are good at certain things. Other boys and girls are better at doing other types of things. Here is a list of different kinds of things that boys and girls do. Read each one and then decide how you **would like to be** as compared to other boys and girls of your age. Mark an X in one of the boxes to show your answer.

COMPARED WITH OTHER BOYS AND GIRLS MY AGE, HOW WOULD I LIKE TO BE?	One of the best	Better than most	About Average	Only so-so	Not very good
1. Playing outdoor games after school.					
4. Learning things rapidly.					
3. Getting along well with boys.					
4. Getting along well with girls					
5. Being attractive, good-looking.					
6. Getting along well with teachers.					
7. Getting my school work in on time, and not getting behind.					
8. Having a feeling for what other people are feeling.					
9. Being funny or comical.					
10. Doing science projects.					
11. Being good at sports.					
12. Remembering what I've learned.					
13. Controlling my temper with boys.					
14. Controlling my temper with girls.					
15. Being a good size and build for my age.					
16. Controlling my temper with teachers.					
17. Getting assignments straight the first time.					
18. Being willing to help others.					
19. Being confident, or sure of myself, not shy or timid.					
20. Doing art work.					
21. Being good at things that require physical skill.					
22. Being a good student.					

---

*Used with permission of the Author, Pauline S. Sears (1963). See p. 47.

COMPARED WITH OTHER BOYS AND GIRLS MY AGE, HOW WOULD I LIKE TO BE?	One of the best	Better than most	About Average	Only so-so	Not very good
23. Making friends easily, with boys.					
24. Making friends easily, with girls.					
25. Being neat and clean in appearance.					
26. Being able to take orders from teachers without resenting it or hating it.					
27. Being able to concentrate.					
28. Being courteous, having good manners.					
29. Getting a lot of fun out of life.					
30. Doing arithmetic work.					
31. Being built for sports.					
32. Being smart.					
33. Being a leader—the one to get things started, with boys.					
34. Being a leader, the one to get things started, with girls.					
35. Being not too skinny, not too fat.					
36. Paying attention to teachers, not closing my ears to them.					
37. Studying hard, not wasting my time.					
38. Being willing for others to have their way sometimes.					
39. Not expecting everything I do to be perfect.					
40. Getting good grades in school.					
41. Being good at physical education.					
42. Having new, original ideas.					
43. Having plenty of friends, among the boys.					
44. Having plenty of friends, among the girls.					
45. Being not too tall, not too short.					
46. Being able to talk to teachers easily.					
47. Going ahead with school work on my own.					
48. Making other people feel at ease.					
49. Having lots of pep and energy.					
50. Doing social studies projects.					

School Anxiety Scale*

Name______________________________School______________________

Grade____________Boy____________Girl____________Age__________

Circle your answers: Yes or No

Yes No 1. Do you worry when the teacher says that she is going to ask you questions to find how much you know?

No Yes 2. Do you worry about being promoted, that is, to the next grade at the end of the year?

Yes No 3. Do you every worry about knowing your lessons?

No Yes 4. When the teacher asks you to get up in front of the class and read aloud, are you afraid that you are going to make some bad mistakes?

Yes No 5. When the teacher says that she is going to call upon some boys and girls in the class to do arithmetic problems, do you hope that she will call upon someone else and not on you?

No Yes 6. Do you ever worry about what other people think of you?

Yes No 7. Do you sometimes dream at night that you are in school and cannot answer the teacher's questions?

No Yes 8. When the teacher says that she is going to find out how much you have learned, does your heart begin to beat faster?

Yes No 9. Do you ever worry that you won't be able to do something you want to do?

No Yes 10. When the teacher is teaching you about arithmetic, do you feel that other children in the class understand her better than you?

Yes No 11. When you are in bed at night, do you sometime worry about how you are going to do in class the next day?

No Yes 12. When you were younger, were you ever scared of anything?

Yes No 13. When the teacher asks you to write on the blackboard in front of the class, does the hand you write with sometimes shake a little?

No Yes 14. When the teacher is teaching you about reading, do you feel that other children in the class understand her better than you?

Yes No 15. Have you ever been afraid of getting hurt?

No Yes 16. Do you think you worry more about school than other children?

Yes No 17. When you are at home and you are thinking about your arithmetic lesson for the next day, do you become afraid that you will get the answers wrong when the teacher calls upon you?

No Yes 18. Has anyone ever been able to scare you?

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*Used by permission of the publisher. Sarason, S. B., Davidson, K. S., Lightloll, F. F., Waite, R. R. and Ruebresh, B. K. *Anxiety in Elementary School Children*. New York: John Wiley & Sons, Inc. 1960. See p. 49.

Yes No 19. If you are sick and miss school, do you worry that you will do more poorly in your schoolwork than other children when you return to school?

No Yes 20. Do you sometimes dream at night that other boys and girls in your class can do things you cannot do?

Yes No 21. Do you ever worry about something bad happening to someone you know?

No Yes 22. When you are home and you are thinking about your reading lesson for the next day, do you worry that you will do poorly on the lesson?

Yes No 23. When the teacher says that she is going to find out how much you have learned, do you get a funny feeling in your stomach?

No Yes 24. Are you ever unhappy?

Yes No 25. If you did very poorly when the teacher called on you, would you probably feel like crying even though you would try not to cry?

No Yes 26. Do you sometimes dream at night that the teacher is angry because you do not know your lesson?

Yes No 27. Do you ever worry about what is going to happen?

No Yes 28. Are you afraid of school tests?

Yes No 29. Do you worry a lot before you take a test?

No Yes 30. Have you ever had a scary dream?

Yes No 31. Do you worry a lot while you are taking a test?

No Yes 32. After you have taken a test do you worry about how well you did on the test?

Yes No 33. Do you ever worry?

No Yes 34. Do you sometimes dream at night that you did poorly on a test you had in school that day?

Yes No 35. When you are taking a test, does the hand you write with shake a little?

No Yes 36. When the teacher says that she is going to give the class a test, do you become afraid that you will do poorly?

Yes No 37. When you are taking a hard test, do you forget some things you knew very well before you started taking the test?

No Yes 38. Do you wish a lot of times that you didn't worry so much about tests?

Yes No 39. When the teacher says that she is going to give the class a test, do you get a nervous or funny feeling?

No Yes 40. While you are taking a test do you usually think you are doing poorly?

Yes No 41. While you are on your way to school, do you sometimes worry that the teacher may give the class a test?

Academic Achievement Rating*

School______________________________ Grade____________

Dear (Teacher's Name) :

As part of the elementary guidance research project we need information about the academic progress of the following listed students in your class.

Will you please assist us by completing this rating scale. In your best judgment what is the present standing of each student. Check the appropriate letter in each of the five areas. Upon completion return this form together with the other instruments to the principal in the envelope provided.

Student's Name	Mathematics					English					Social Studies					Science					Reading				
	A	B	C	D	F	A	B	C	D	F	A	B	C	D	F	A	B	C	D	F	A	B	C	D	F

---

*See p. 50.

Review of Elementary School Guidance Functions*

Name________________________School__________________

Teacher____________Principal____________Other____________

A. Listed below are the specific objectives which are most highly associated with the Elementary Guidance Worker. Please indicate your frank reaction under each specific task.

		Very Much So				Not At All
1. Helping teachers to find and use techniques in the classroom which will meet the needs of children for affection, security, self-worth and success opportunities. Comment if any:	Appropriateness of function	___	___	___	___	___
	Achievement of function	___	___	___	___	___
	Helpfulness to me	___	___	___	___	___
2. Providing counseling as needed for children, working through their normal growth and development problems. Comment if any:	Appropriateness of function	___	___	___	___	___
	Achievement of function	___	___	___	___	___
	Helpfulness to me	___	___	___	___	___
3. Helping to identify and refer individual children needing services of specialists. Comment if any:	Appropriateness of function	___	___	___	___	___
	Achievement of function	___	___	___	___	___
	Helpfulness to me	___	___	___	___	___
4. Developing a testing program that relates to the needs of the individual and the school. Comment if any:	Appropriateness of function	___	___	___	___	___
	Achievement of function	___	___	___	___	___
	Helpfulness to me	___	___	___	___	___
5. Articulating guidance services with receiving Jr.-Sr. High Schools. Comment if any:	Appropriateness of function	___	___	___	___	___
	Achievement of function	___	___	___	___	___
	Helpfulness to me	___	___	___	___	___
6. Interpreting pupil data to staff. Comment if any:	Appropriateness of function	___	___	___	___	___
	Achievement of function	___	___	___	___	___
	Helpfulness to me	___	___	___	___	___

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*See p. 45.

Review of Elementary School Guidance Functions
(Continued)

		Very Much So				Not At All
7. Coordinating efforts of school specialists. Comment if any:	Appropriateness of function	___	___	___	___	___
	Achievement of function	___	___	___	___	___
	Helpfulness to me	___	___	___	___	___
8. Assisting in appropriate placement of children for learning purposes. Comment if any:	Appropriateness of function	___	___	___	___	___
	Achievement of function	___	___	___	___	___
	Helpfulness to me	___	___	___	___	___
9. Working with the teacher in exploring and using approaches for learning more about children in her classroom. Comment if any.	Appropriateness of function	___	___	___	___	___
	Achievement of function	___	___	___	___	___
	Helpfulness to me	___	___	___	___	___
10. Meeting with parents for orientation purposes, P.T.A. programs. Comment if any:	Appropriateness of function	___	___	___	___	___
	Achievement of function	___	___	___	___	___
	Helpfulness to me	___	___	___	___	___
11. Assisting in introduction and orientation of pupils new to the school. Comment if any:	Appropriateness of function	___	___	___	___	___
	Achievement of function	___	___	___	___	___
	Helpfulness to me	___	___	___	___	___
12. Working with parents (group counseling, group discussion) on child growth and development. Comment if any:	Appropriateness of function	___	___	___	___	___
	Achievement of function	___	___	___	___	___
	Helpfulness to me	___	___	___	___	___
13. Helping teachers plan and conduct developmental guidance units. Comment if any:	Appropriateness of function	___	___	___	___	___
	Achievement of function	___	___	___	___	___
	Helpfulness to me	___	___	___	___	___

Review of Elementary School Guidance Functions (Continued)

		Very Much So				Not At All
14. Facilitating faculty small group discussions on child growth and development. Comment if any:	Appropriateness of function	___	___	___	___	___
	Achievement of function	___	___	___	___	___
	Helpfulness to me	___	___	___	___	___
15. Help facilitate parent-teacher conferences. Comment if any:	Appropriateness of function	___	___	___	___	___
	Achievement of function	___	___	___	___	___
	Helpfulness to me	___	___	___	___	___

B. In addition, we would appreciate your listing any additional functions that you noted, and indicating your reaction under each.

1.

2.

3.

C. Please list below any additional appropriate functions that you feel are not now being performed.

1.

2.

3.

Who Knows You in Relation to Your Work?*

(Revised September, 1968)

Code________________ School________________

Age: 21-30________ 31-40________ 41-50________ 51-65________

Teacher________ Principal________ Other________

Marital Status: S M D W Sex: M F

Instructions:

The teacher is the primary person in the elementary guidance program. Other important school based people are principals, psychologists, nurses, social workers and counselors. We would like to have you answer the questionnaire which will tell us how you feel about communicating certain aspects of yourself and your job to others.

The sheet which you are now reading has columns with the headings, "Friends", "Spouse or Relative", "Teacher Colleague", "Counselor", and "Principal". Read each item on the questionnaire, and then indicate the extent that you would feel free to talk about that item to each person. Use the rating scale provided below to describe the extent that you have talked about each item.

Rating Scale:

A. Write in an "A" for those items which you **would not confide to the person** even if that person asked you to **reveal** this information.

B. The other person **doesn't know me** in this respect right now, because I haven't told him, or let him know in any other way.

C. The other person **has a general idea** of how I am now or what is true in this respect, but his idea of me is not complete or up-to-date.

D. The other person **fully knows me as I now am** in this respect, because I have talked about this topic to him fully in the past, and things have not changed.

	Friend	Spouse or Relative	Teacher Colleague	Counselor	Principal
1. Things the administration should do to make learning more effective even if others don't agree with you.	____	____	____	____	____
2. What you dislike about your work situation.	____	____	____	____	____
3. Your chief concern, worry, or problem at the present time about your work.	____	____	____	____	____
4. The type of student behavior or attitude which is most trying to you.	____	____	____	____	____
5. The experiences and children you enjoy in your work.	____	____	____	____	____

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*Adopted from an instrument by S. M. Jourard and P. Lasakov (1958). See p. 45.

Who Knows You in Relation to Your Work?*—(Continued)

	Friend	Spouse or Relative	Teacher Colleague	Counselor	Principal
6. Attitudes of parents which make your work with students difficult.					
7. The chief pressures and strains in your daily work.					
8. What particularly annoys you most about some students.					
9. Things about the future that you worry about at present.					
10. What you are most sensitive about in your relations with other staff.					
11. The subject matter areas you do not feel should be emphasized.					
12. The kind of behavior in others that most annoys you, or makes you furious.					
13. Your views on civil disobedience.					
14. The feelings you have the most trouble controlling, in relation to your work, e.g., worry, depression, anger, jealousy, etc.					
15. Your views on politics.					
16. The biggest disappointment that you have had in your work.					
17. How you feel about your choice of life work.					
18. What you regard as your chief handicap to doing a better job in your work.					
19. Your views on religion.					
20. Your strongest ambition at the present time.					
21. The achievements you are proudest of in relation to your work.					
22. Your personal views on morality.					
23. Your feelings about parents and students whose ideas and values differ from your own.					
24. How you feel about youth who disrespect authority.					

Attitudes Toward the Elementary School Guidance Program*

Parent's or Guardian's Name____________________ School__________

Child's Name________________________ Grade__________

INSTRUCTIONS: The guidance program of a school consists of organized services such as counseling, consulting with teachers and parents, coordination of services and developmental guidance. The following sentences are statements that someone might make about the guidance program in your school. You will probably agree with some of these statements and disagree with others. Put a check (√) in the blank space in front of each statement that you agree with. Please be frank. Your answers will be kept in confidence and will be used only to help improve guidance programs.

_____ 1. Specialized guidance personnel are "outsiders" and are therefore less able to offer guidance than regular teachers.

_____ 2. The students are not mature enough to take any form of guidance seriously.

_____ 3. The guidance program confuses students and makes them begin to doubt their individual judgments.

_____ 4. The guidance program takes guidance functions away from those best qualified to perform them — the teachers.

_____ 5. The guidance program wastes money that could better be directed toward a more adequate medical program.

_____ 6. The guidance program looks good on paper but is a flop in practice.

_____ 7. Our school does not need a guidance program since all of our students are normal.

_____ 8. The guidance program is just a "flash in the pan" and will become obsolete in a few years.

_____ 9. The guidance program is not worth the effort it requires.

_____10. The guidance program should be eliminated.

_____11. The guidance program has unlimited possibilities.

_____12. The guidance program is an important element in the value of the school as a whole.

_____13. The removal of the guidance program would leave a void which would be extremely difficult to fill.

_____14. The guidance program has made impressive accomplishments.

_____15. The guidance services need to be expanded.

_____16. The recommendations and interpretations of the guidance workers are usually accepted.

_____17. The guidance program is not essential but does have something to offer.

_____18. Guidance personnel tend to advise rather than counsel.

_____19. The guidance program does not provide sufficient opportunity for everyone connected with it to offer constructive criticism.

_____20. Guidance personnel are too busy with discipline problems to be of much help in solving personal problems.

Comments (if any): ______________________________

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*Used by permission of the author D. G. Barker (1966). See p. 46.

Appendix D

Table 98

Individual Counselor Time Spent for Various Purposes, First Year and Second Year

(N = 14)

(In Minutes)

	Facilitate Development		Remediate Problem		Facilitate Development & Remediate Problem	
Counselor	1st year	2nd year	1st year	2nd year	1st year	2nd year
1	1230	3080	395	440	695	730
2	1745	2300	940	1735	605	1445
3	2450	3185	1035	885	815	1865
4	1705	3580	1165	2215	105	240
5	1645	2740	760	1335	2235	2625
6	3065	4230	785	1070	1880	2780
7	1565	2440	1250	1655	1975	3350
8	905	1890	610	730	2405	3245
9	250	2705	250	0	4930	3320
10	745	1908	465	40	1950	2075
11	2790	3480	825	1320	880	4190
12	1495	3030	630	1015	715	1445
13	665	2915	460	1065	1690	2985
14	1265	745	695	2575	1175	1370
Group Mean	1537.14	2735.71	733.21	1148.57	1575.36	2261.79

Table 99

Individual Counselor Time Spent for Various Purposes With Pupils Present, First Year and Second Year

(N = 14)

(In Minutes)

	Facilitate Development		Remediate Problem		Facilitate Development & Remediate Problem	
Counselor	1st year	2nd year	1st year	2nd year	1st year	2nd year
1	895	2380	180	190	390	275
2	775	1385	510	645	275	695
3	1310	1885	435	270	275	1015
4	1650	3125	1140	1785	85	180
5	610	1505	255	715	1180	1500
6	1340	2555	310	440	310	865
7	485	1135	330	575	1635	2040
8	660	1800	280	420	2290	2895
9	130	1155	115	0	1240	520
10	620	1750	360	40	1245	995
11	1700	1510	325	660	555	1560
12	1055	1605	465	475	570	480
13	445	1765	130	415	1065	2005
14	745	550	410	1495	530	460
Group Mean	887.86	1721.79	374.64	580.36	831.79	1106.07

Table 100
Individual Counselor Time Spent for Various Purposes With Teachers Present, First and Second Year
(N = 14)

(In minutes)

Counselor	Facilitate Development 1st year	Facilitate Development 2nd year	Remediate Problem 1st year	Remediate Problem 2nd year	Facilitate Development & Remediate Problem 1st year	Facilitate Development & Remediate Problem 2nd year
1	125	900	60	110	100	455
2	480	870	315	660	110	315
3	380	1080	385	495	345	635
4	0	395	20	55	20	0
5	560	1480	90	220	400	595
6	1390	885	170	270	550	1260
7	365	310	235	325	80	360
8	155	270	145	295	150	250
9	0	705	25	0	1295	640
10	90	295	105	40	490	420
11	820	1040	410	385	120	1415
12	260	1395	125	190	70	425
13	245	1480	225	290	335	510
14	300	140	115	425	130	280
Group Mean	369.29	803.21	173.21	268.57	299.64	540.00

Table 101
Individual Counselor Time Spent for Various Types of Functions, First Year
(N = 14)

(In Minutes)

Counselor	Individual-Group Counseling	Developmental Guidance Units & Orientation Activities	Consulting Conferences & In-service	Testing & Placement
1	1480	40	970	375
2	1170	305	1565	230
3	1705	305	2245	45
4	570	0	220	320
5	1495	400	1850	620
6	1200	590	2730	280
7	2130	325	885	400
8	2875	290	1720	275
9	2155	340	2410	410
10	1115	30	820	340
11	2095	290	480	595
12	1915	90	810	105
13	1445	235	1380	235
14	1310	45	785	390
Group Mean	1618.57	234.64	1347.86	330.00

Table 102
Individual Counselor Time Spent on Various Types of Functions, Second Year
(N = 14)

(In Minutes)

Counselor	Individual-Group Counseling	Developmental Guidance Units & Orientation Activities	Consulting Conferences & In-service	Testing & Placement
1	1790	1075	2295	100
2	2165	645	3545	135
3	2690	575	3310	175
4	4880	30	1675	115
5	2125	270	2870	1435
6	2665	605	4125	310
7	3115	120	3960	825
8	4630	260	2820	480
9	2220	1020	3195	0
10	1400	670	1700	710
11	2850	640	1630	1080
12	2000	445	4505	265
13	3145	940	1880	170
14	2065	30	2380	410
Group Mean	2695.71	523.21	2849.29	443.57

Table 103
Total Time Spent Working by Individual Counselors During Days Sampled, First Year and Second Year
(N = 14)

(In Minutes)

Counselor	First Year	Second Year
1	8560	10155
2	7365	10405
3	5575	9275
4	4765	9495
5	6580	11470
6	6830	10500
7	6450	11255
8	6195	9855
9	5855	7190
10	3860	5015
11	6640	12620
12	5485	9955
13	6340	9980
14	5550	7350
Group Mean	6146.43	9608.57

*Represents 20% Sample of School Days

**Represents 15% Sample of School Days

Table 104

Average Amount of Time Spent Per Function by Individual Counselors, First Year and Second Year

(N = 14)

Counselor	First Year	Second Year
1	31	24
2	26	19
3	24	24
4	33	40
5	26	26
6	23	22
7	24	26
8	20	24
9	36	59
10	42	29
11	43	29
12	30	41
13	25	23
14	26	30
Group Mean	29.21	29.71

Table 105

Number of Functions Performed by Individual Counselors, First Year and Second Year

(N = 14)

Counselor	First Year	Second Year
1	277	427
2	283	539
3	233	390
4	144	235
5	256	438
6	298	481
7	266	440
8	315	418
9	162	122
10	92	174
11	153	429
12	184	244
13	255	436
14	212	246
Total	3130	5019
Group Mean	223.57	358.50

Table 106
Teachers' Mean Perception of Counselor Helpfulness by School, First Year and Second Year

School	First Year* Teacher (N = 327)	Second Year** Teacher (N = 278)
A	117.94	113.31
B	103.53	100.58
C	116.81	117.85
D	116.15	117.52
E	114.90	118.23
F	123.60	123.24
G	124.87	120.11
H	114.83	115.40
I	124.17	110.60
J	116.60	125.00
K	123.07	118.82
L	114.75	105.70
M	114.65	108.56
N	115.23	107.55
Group Mean	116.84	113.07

*Based on 90% teacher response
**Based on 74% teacher response

Table 107
Time Spent by Counselors With Pupils of Various Grade Levels
(N = 14)

Grade	First Year (in per cent)	Second Year
Preschool — Third	29.07	31.67
Fourth-Sixth	29.99	30.75
Special Education	2.34	2.11
	61.04*	64.53*

*Includes only functions specifiable by pupil grade.

Table 108
Time Spent by Counselors on Functions for Pupils, by Sex
(N = 14)

Sex	First Year (in per cent)	Second Year
Male	49.56	45.36
Female	24.68	21.29
Both	25.76	33.36
	100.00	100.00

Table 109

Time Spent by Counselors for Various Purposes

(N = 14)

Purpose	(in per cent) First Year	Second Year
Facilitate Development	25.19	28.85
Remediate a Problem	12.33	11.78
Facilitate & Remediate	26.61	24.25
Observation	1.37	2.66
Other	34.51	32.16
	100.00	100.00

Table 110

Time Spent by Counselor in Planning for Functions to be Performed

(N = 14)

Function	(in per cent) First Year	Second Year
Individual Counseling	3.86	1.41
Group Counseling	1.05	1.14
Developmental Guidance Units	1.62	1.04
Orientation	.57	.41
Conferences with teachers, parents, etc.	2.95	1.87
In-service	.71	.94
Pupil Placement	.97	.45
Testing	1.31	1.19
	13.04*	8.45*

*Per cent of total counselor time.

Table 111

Time Spent by Counselors in Executing, Participating, Coordinating Functions

(N = 14)

	(in per cent)			
Function	First Year		Second Year	
Individual Counseling	18.53		16.95	
Group Counseling	8.18		11.51	
		26.71*		28.46*
Developmental Guidance Units	1.73		4.92	
Orientation	1.96		.94	
		3.69		5.86
Conferences	19.51		27.16	
In-service	2.43		3.26	
		21.94		30.42
Pupil Placement	.68		.25	
Testing	4.79		4.44	
		5.47		4.69
	57.81**		69.43**	

*Subtotals.

**Per cent of total counselor time.

Table 112

Individuals Who Initiated Functions

(N = 14)

	(in per cent)	
Initiator	First Year	Second Year
Guidance Counselor	63.00	60.46
Pupil	7.39	6.16
Teacher	16.20	16.86
Principal	3.32	3.95
Parents	4.13	4.85
Other School Specialists	3.53	4.32
Other	2.42	3.40
	100.00	100.00

Table 113

Primary Form of Communication Used When Functions Were Performed

(N = 14)

Communication	First Year (in per cent)	Second Year (in per cent)
In Person	61.07	66.42
Play Material	5.74	6.67
Telephone	8.60	6.54
Written	3.92	1.45
None	20.59	20.42
	100.00	100.00

Table 114

Individuals Present When Functions Were Performed

Present	First Year (in per cent)	Second Year (in per cent)
Pupil(s)	36.98	37.94
Teacher(s)	19.83	25.14
Parent(s)	10.49	11.01
Principal	7.32	7.95
Group of Pupils, e.g. underachiever, gifted, retarded, etc.	2.49	2.00
Pupils in school	.04	.10
Pupils in one grade	.60	.72
Pupils in one room	.72	1.80
Other School Specialists	10.18	12.37
Resource Person Outside	8.37	8.77
Alone	31.00	20.00
	128.02*	127.80*

*Some functions involved more than one category of individuals

Table 115

Individuals of Concern When Functions Were Performed

(N = 14)

Individual of Concern	First Year	(in per cent) Second Year
One Pupil	36.69	34.83
Teacher(s)	2.29	2.82
Parent(s)	1.52	2.69
Several pupils	10.37	11.94
Groups of pupils, e.g. underachiever, gifted, retarded, etc.	6.96	5.40
Pupils in school	8.38	5.12
Pupils in one grade	4.87	4.90
Pupils in one room	3.70	7.98
Other	25.22	24.33
	100.00	100.00

Table 116

Location Where Functions Were Performed by Counselors

(N = 14)

Location	First Year	(in per cent) Second Year
School	95.74	96.52
Home	.74	.63
Other	3.44	2.82
	100.00	100.00

Table 117

Feelings and Content of Functions Performed With Others by Counselors*

Feeling and/or Content	First Year	Second Year
Gave and/or received information	20.41	20.00
Made and/or received suggestions	15.11	16.35
Responded to feelings	14.71	13.33
Reflected as to meaning of expression	12.52	11.39
Gave support	11.55	11.20
Interpreted behavior to another person	6.44	6.37
Interpreted information to others	4.18	4.98
Discussed plans of action	10.25	10.83
Adopted a plan	4.83	5.56
	100.00	100.00

*Many functions involved more than one category. Each per cent reported indicates frequency category was used in the total number of functions reported involving people.

Table 118

Counselor Time Spent Administering Tests or Inventories*

(N = 14)

Type of Measure	First Year (in per cent)	Second Year (in per cent)
Standardized group intelligence	4.36	12.75
Inventory of adjustment and/or personality	17.07	5.72
Individual intelligence tests	17.43	21.25
Other individual tests	23.63	8.50
Standardized achievement	11.20	19.21
Other group measures	26.32	25.42
	100.00	100.00

*A breakdown of approximately 5 per cent both years in testing activities. See Tables 110, 111.

Table 119

Counselor Time Spent in Making Referral for Other Services

(N = 14)

Referral	First Year (in per cent)	Second Year (in per cent)
Social work, school psychologist, nurse, speech, etc.	2.02	3.05
Outside Services	1.14	.52
	3.16*	3.57*

*Per cent of total time.

Table 120

Counselor Time Spent in Professional Activities

Activity	First Year (in per cent)	Second Year (in per cent)
Studied Professional literature	1.88	1.36
Attended Professional meeting	7.93	4.74
Attended college or in-service	2.58	1.73
	12.39*	7.83*

*Per cent of total time.

Table 121

Counselor Time Spent in Miscellaneous Activities

Activity	(in per cent) First Year	Second Year
Analyzed Data about pupil(s)	3.42	2.67
Studied Reference works (part of problem solving)	1.82	1.00
Planned Work schedule	1.63	1.16
Writing Reports (for records, adm., or log)	9.92	8.25
Clerical (filing, typing, recording data on records, or scoring group tests)	1.37	.84
	18.16*	13.92*

*Per cent of total time.

Table 122

Mean Scores of Pupils' Perception of Counselor Helpfulness by School

(N = 14)

School	First Year	Second Year
A	129.20	108.37
B	106.12	110.79
C	107.10	101.41
D	110.72	99.60
E	108.39	109.67
F	126.53	104.12
G	114.20	114.39
H	108.44	115.67
I	112.09	97.29
J	106.35	103.64
K	107.90	104.74
L	110.52	100.81
M	110.11	111.11
N	104.21	100.02
Group Mean	111.56	105.83

Table 123
Mean Scores of Pupils' Social Status by School
(N = 14)

School	First Year	Second Year
A	3.17	2.87
B	3.38	3.53
C	3.23	3.23
D	3.28	3.18
E	3.44	3.34
F	3.25	3.12
G	3.37	3.01
H	3.36	3.34
I	2.75	3.92
J	3.21	3.40
K	3.50	3.27
L	3.12	3.01
M	3.23	3.19
N	3.42	3.30
Group Mean	3.26	3.26

Table 124
Mean Scores of Pupils' Locus of Control by School
(N = 14)

School	First Year	Second Year
A	1.25	1.29
B	1.14	1.19
C	1.22	1.25
D	1.16	1.26
E	1.21	1.25
F	1.18	1.10
G	1.27	1.37
H	1.19	1.30
I	1.06	1.10
J	1.19	1.22
K	1.18	1.22
L	1.24	1.21
M	1.25	1.23
N	1.14	1.23
Group Mean	1.19	1.23

Table 125

Mean Scores of Pupils' Academic Self-Concept by School (N = 14)

School	First Year	Second Year
A	3.69	3.76
B	3.78	3.76
C	3.94	3.66
D	3.80	3.68
E	3.94	3.95
F	3.79	3.73
G	3.66	3.63
H	3.83	3.71
I	3.55	3.66
J	3.90	3.74
K	3.95	3.86
L	3.61	3.68
M	4.00	3.66
N	3.88	3.70
Group Mean	3.81	3.72

Table 126

Mean Scores of Pupils' Real Self-Concept by School (N = 14)

School	First Year	Second Year
A	3.47	3.50
B	3.18	3.36
C	3.57	3.42
D	3.52	3.49
E	3.61	3.55
F	3.84	3.31
G	3.56	3.48
H	3.35	3.44
I	2.99	3.15
J	3.49	3.49
K	3.83	3.86
L	3.66	3.51
M	3.46	3.27
N	3.35	3.21
Group Mean	3.49	3.43

Table 127

Mean Scores of Pupils' Ideal Self-Concept by School
(N = 14)

School	First Year	Second Year
A	4.25	4.10
B	4.37	4.37
C	4.53	4.24
D	4.43	4.44
E	4.47	4.62
F	4.22	4.15
G	4.27	4.55
H	4.40	4.25
I	3.98	3.82
J	4.25	4.25
K	4.61	4.47
L	4.64	4.25
M	4.50	4.43
N	4.22	4.04
Group Mean	4.37	4.28

Table 128

Mean Scores of Pupils' Test Anxiety by School
(N = 14)

School	First Year	Second Year
A	4.62	3.13
B	5.40	4.15
C	4.44	3.91
D	4.71	3.77
E	4.04	4.59
F	4.99	4.75
G	3.53	3.83
H	4.01	3.38
I	4.50	3.85
J	4.31	5.28
K	4.90	4.66
L	4.12	3.66
M	5.87	5.25
N	5.32	4.83
Group Mean	4.63	4.22

Table 129

Mean Scores of Parents' Guidance Attitude by School*

(N = 14)

School	First Year (N=475)	Second Year (N=426)
A	2.68	2.90
B	3.41	3.18
C	2.48	3.08
D	2.71	3.62
E	3.46	3.38
F	2.59	2.38
G	2.87	3.10
H	2.70	3.61
I	3.44	7.00
J	3.76	4.52
K	2.87	3.00
L	2.86	3.58
M	2.58	3.31
N	2.49	2.64
Group Mean	2.91	3.52

*1.4 Most favorable
5.0 Neutral
8.8 Most unfavorable

Table 130

Mean Rating of Pupils' Academic Achievement by School

(N = 14)

School	First Year	Second Year
A	2.19	2.51
B	1.97	2.33
C	2.83	2.75
D	2.56	2.58
E	2.50	2.63
F	2.24	2.31
G	2.42	2.52
H	2.41	2.38
I	2.31	2.37
J	2.53	2.36
K	2.24	2.12
L	2.31	2.26
M	2.51	2.18
N	2.33	2.46
Group Mean	2.58	2.41

Table 131

Mean Scores of Staff Perception of the Appropriateness of Guidance Functions by School

(N = 14)

School	First Year	Second Year
A	4.39	4.23
B	4.16	4.02
C	4.21	4.53
D	4.05	4.25
E	4.00	4.29
F	4.44	4.52
G	4.38	4.30
H	3.98	4.24
I	4.76	3.70
J	3.58	3.59
K	4.19	4.13
L	4.04	4.20
M	3.99	4.13
N	3.70	3.91
Group Mean	4.13	4.14

Table 132

Mean Scores of Staff Perception of Achievement of the Guidance Functions by School

(N = 14)

School	First Year	Second Year
A	3.76	3.73
B	2.72	2.94
C	3.64	3.82
D	2.97	3.22
E	3.36	3.91
F	4.22	4.13
G	3.68	3.68
H	2.94	3.26
I	4.23	2.88
J	3.14	3.08
K	3.88	3.68
L	3.00	2.84
M	2.97	3.14
N	2.63	2.59
Group Mean	3.37	3.35

Table 133

Mean Scores of Staff Perception of the Helpfulness Of Guidance Functions by School

(N = 14)

School	First Year	Second Year
A	3.58	3.50
B	2.70	2.84
C	3.38	3.74
D	2.75	2.95
E	3.22	3.83
F	4.04	4.00
G	3.71	3.41
H	2.66	3.07
I	4.23	2.61
J	3.14	2.89
K	3.66	3.38
L	3.00	2.64
M	2.81	3.01
N	2.73	2.63
Group Mean	3.26	3.18

Table 134

Mean Teacher Rating of Fifteen Selected Guidance Functions, Second Year

(N = 349)

Function	Appropriateness	Achievement	Helpfulness
1	4.38	3.37	3.37
2	4.55	3.62	3.52
3	4.53	3.68	3.58
4	4.03	3.13	2.99
5	3.83	3.06	2.62
6	4.21	3.42	3.39
7	4.02	3.24	3.18
8	4.21	3.33	3.29
9	4.32	3.34	3.36
10	4.19	3.66	3.26
11	3.88	2.88	2.65
12	4.30	3.46	3.20
13	3.97	2.95	2.82
14	3.93	2.99	2.91
15	3.97	3.30	3.09

Functions

1. Helping teachers to find and use techniques in the classroom which will meet the needs of children for affection, security, self-worth and success opportunities.
2. Providing counseling as needed for children, working through their normal growth and development problems.
3. Helping to identify and refer individual children needing services of specialists.
4. Developing a testing program that relates to the needs of the individual and the school.
5. Articulating guidance services with receiving Jr.-Sr. High Schools.
6. Interpreting pupil data to staff.
7. Coordinating efforts of school specialists.
8. Assisting in appropriate placement of children for learning purposes.
9. Working with the teacher in exploring and using approaches for learning more about children in her classroom.
10. Meeting with parents for orientation purposes, P.T.A. programs.
11. Assisting in introduction and orientation of pupils new to the school.
12. Working with parents (group counseling, group discussion) on child growth and development.
13. Helping teachers plan and conduct developmental guidance units.
14. Facilitating faculty small group discussions on child growth and development.
15. Help facilitate parent-teacher conferences.

Table 135

Mean Scores of Staff Openness to the Counselor by School
(N = 14)

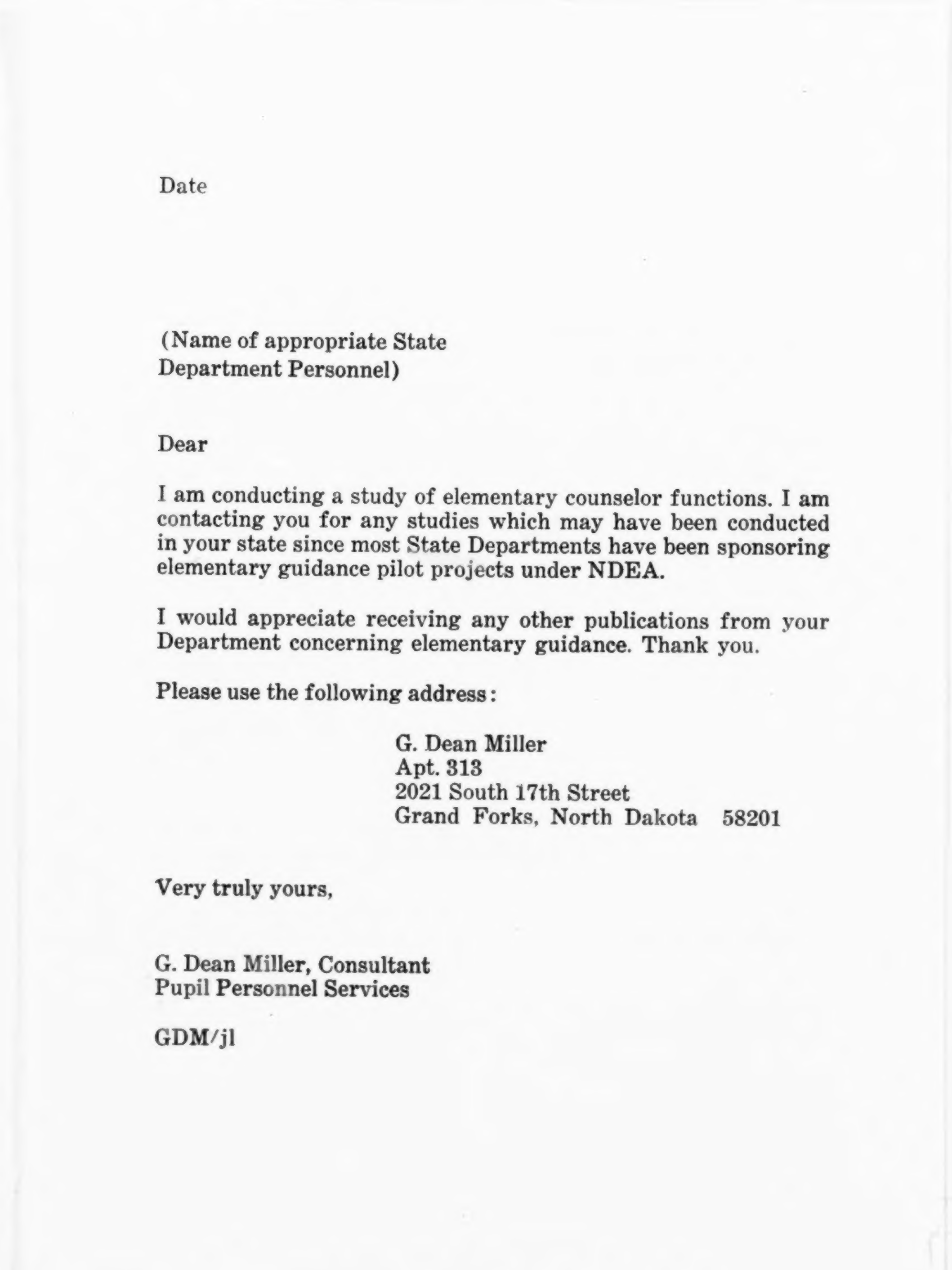
School	First Year	Second Year
A	69.56	69.88
B	58.52	58.50
C	60.56	64.38
D	61.80	66.31
E	57.62	63.56
F	76.93	72.78
G	55.67	69.82
H	69.50	67.15
I	78.00	54.50
J	56.83	58.75
K	57.27	64.92
L	66.50	69.00
M	59.94	58.95
N	56.59	57.35
Group Mean	63.23	63.99

Table 136

Mean Scores of Staff Openness to Others by School
(N = 14)

School	First Year	Second Year
A	358.06	353.60
B	315.67	318.33
C	345.17	354.79
D	350.75	359.88
E	320.69	316.90
F	370.36	367.90
G	336.67	340.82
H	384.17	355.93
I	349.00	349.20
J	307.67	345.80
K	318.67	322.13
L	371.17	380.78
M	331.88	324.05
N	330.00	334.38
Group Mean	342.14	344.61

Appendix E



Date

(Name of appropriate State
Department Personnel)

Dear

I am conducting a study of elementary counselor functions. I am contacting you for any studies which may have been conducted in your state since most State Departments have been sponsoring elementary guidance pilot projects under NDEA.

I would appreciate receiving any other publications from your Department concerning elementary guidance. Thank you.

Please use the following address:

G. Dean Miller
Apt. 313
2021 South 17th Street
Grand Forks, North Dakota 58201

Very truly yours,

G. Dean Miller, Consultant
Pupil Personnel Services

GDM/jl

Date

(Name of appropriate State
Department Personnel)

Dear

This is a follow-up to an earlier letter which I wrote requesting information about elementary guidance pilot projects or publications on this topic in your state. I am especially interested in any evaluation studies of your projects. I am attempting to identify elementary guidance efforts by states and this information is not normally available in the professional journals.

I have not heard from you, therefore, I am writing again hoping you might find time to respond.

Please send your reply to my University of North Dakota address:

Apt. 313
2021 South 17th Street
Grand Forks, North Dakota 58201

Sincerely yours,

G. Dean Miller, Consultant
Pupil Personnel Services

GDM/jl

OTHER MINNESOTA ELEMENTARY SCHOOL GUIDANCE PUBLICATIONS

Facilitating Learning and Individual Development: Toward a Theory for Elementary Guidance by Armin Grams

The Elementary School Guidance Counselor: A Developmental Model by Moy F. Gum

An Elementary School Guidance Bibliography of Books and Journal Articles by Elizabeth Allan Schilson

Developmental Guidance Materials for the Elementary School: An Annotated Bibliography by Richard Fedora